
AN ANALYSIS COMMISSIONED BY THE
ONTARIO MINISTRY OF EDUCATION

***An Analysis of Responses to
the Report of the French
Language Education
Governance Advisory
Group***

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INTRODUCTION

OBJECTIVES

This report presents an analysis of responses made to the *Report of the French Language Education Governance Advisory Group* [Toronto: Ministry of Education, September 1991].¹ The intent of the report is to provide a succinct analysis suitable for presenting general trends and major issues raised by citizens, school boards, public agencies and associations in responding to proposals in the Advisory Group Report. These proposals to the Ministry of Education have as their stated objective: "...to develop recommendations for the governance of French-language education in the Ontario school system including criteria for the establishment of French-language school boards..."² Referring to the decision of the Supreme Court of Canada in the case of *Mahe et al. v. H.M. the Queen in the Right of Alberta* (March 1990), the Advisory Group states: "...our mandate was not to recommend whether or not governance should be accorded to the Franco-Ontarian population; governance is a right granted by the *Canadian Charter of Rights and Freedoms* and endorsed by Canada's highest court." [Report, pp. 4-5]

The present report provides a full tabulation of responses to the report in terms of the language of respondents making submissions, as well as the region of the province from which the submission originates and several categories of respondents, such as school boards, associations, individuals and others. Quantitative trends are identified with respect to each of the 57 recommendations of the Report of the Advisory Group; qualitative analysis of commentaries in the submissions is used as a means of identifying underlying issues of relevance to policy makers and citizens concerned with the future of education in the province.

ORIGIN OF REPORT

By an Order-in-Council dated 14 November 1990, the Government of Ontario established the French-Language Education Governance Advisory Group to develop recommendations for the governance of French-Language education in Ontario. The mandate requested that the Advisory Group make recommendations on criteria for the

¹ Henceforth referred to as the Report of the Advisory Group.

² Order in Council, November 14, 1990.

establishment of French-Language school boards as well as on other options. The five members of the Advisory Group, chaired by Mme Trèva Cousineau, held 25 information sessions for interested parties prior to holding public hearings. Beginning on 12 February 1991, consultation meetings were held in Toronto, Ottawa, London, Sudbury, Thunder Bay, and Timmins. Through this process, the Advisory Group received a total of 113 briefs by school boards, French and English section of boards, associations and individuals. These submissions were used by the Advisory Group in preparing their final report, which was presented to the Minister of Education on 27 August 1991 and published in English and French the following month. The Advisory Group then used these public submissions as the foundation for their analysis and the recommendations in their report. A total of 57 recommendations were proposed in the report [see Appendix A for complete summary listing], covering all aspects of the process of implementing the constitutional rights of Francophones to control of their schools, such as types of governance structures to be created, enumeration of French-speaking ratepayers, the implementation process for creating new structures, mechanisms for mediating and resolving disputes in implementation, funding and taxation, and means of ensuring adequate services for the new structures.

Following the publication and release of the report, the Ministry of Education requested submissions and briefs from all interested parties throughout the province, fixing a deadline of 30 November 1991. The deadline was subsequently extended to 31 December 1991. A total of 173 briefs³ were submitted to the Ministry of Education in reaction to the recommendations contained in the report. The analysis was done by a team of researchers from the Ontario Institute for Studies in Education composed of Denis Haché, Director of the Centre de Recherches en Education du Nouvel-Ontario (Sudbury), and Stacy Churchill, Professor, with the assistance of Julie Boissonneault.

3 For technical reasons, five of the briefs were not included in the quantitative tabulations, but their inclusion would not have substantively altered the results of the analysis in any respect. In addition, responses were received as a result of a write-in campaign of persons in the Muskoka area. The campaign produced 61 letters and 193 signatures on petitions. The wording of some submissions varied but the gist of them is opposition to the existence of any form of school board other than a single public school board. A typical letter reads: "I do not approve of the establishment of Regional and Local French Language School Boards. I support the development of a single, locally-elected school board system which would protect cultural and religious ideals and education within its structure." These data were not transmitted to the researchers for further analysis in this report.

THE ANALYSIS PROCESS

The briefs tabulated (N=168) were sorted by language of submission. The main task of coding and analysis was conducted in the Centre de recherches en éducation du Nouvel-Ontario, a branch of the Ontario Institute for Studies in Education located in Sudbury. In the discussion below, the abbreviation 'N' refers to the number of responses found in a given category. Readers not interested in the detail of this section may go on to the next, where a brief introduction is given to the method of reading tables.

The briefs received and tabulated (N=168) were sorted by language of submission, except for those submitted by groups representing both English and French, giving totals for French (N=100), English (N=49) or Bilingual (N=19). Bilingual documents were those submitted jointly by one or more persons, school boards or agencies identified as both English and French, such as when the French and English Sections of a school board agreed upon a common submission in their joint names [See Figure 1].

Distribution of Respondents Language

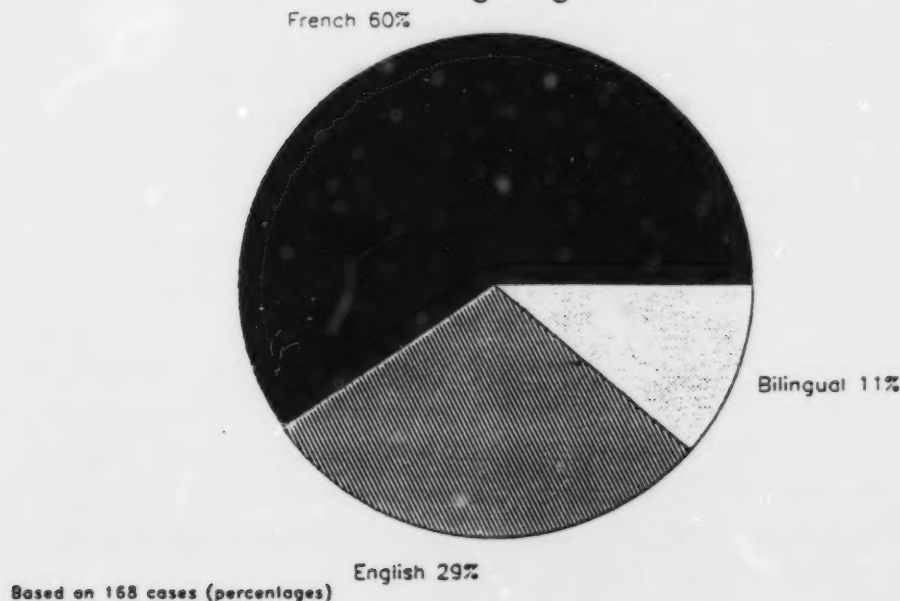


FIGURE 1

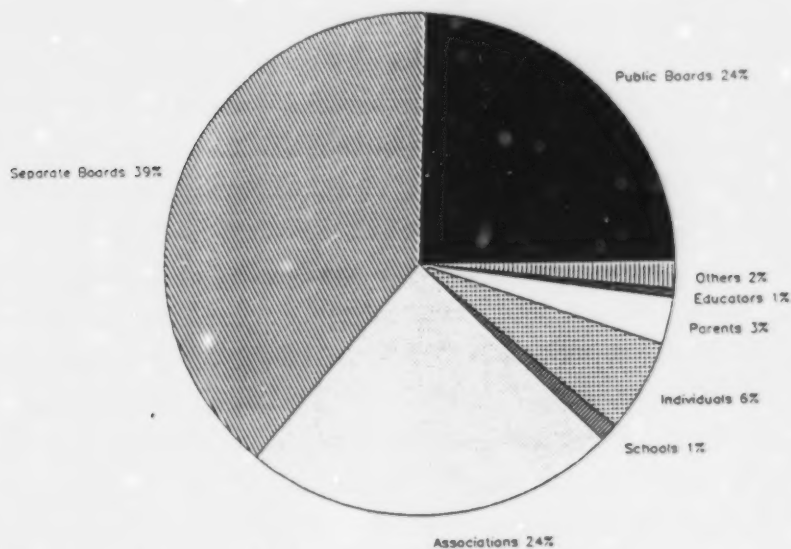
The origin and affiliation of presenters were distributed as follows: Public Boards of Education (N=41), Roman Catholic Separate School Boards (N=66), Professional Associations (N=40), Schools (N=2), Professional Educator (N=1), Individuals (N=10), Parents (N=5), Others (N=3) [See Figure 2, next page]. Each response was also coded with respect to its geographic origin; the coding was done in terms of the regions used by the Ministry of Education Ontario for administrative purposes: Central (N=35), Eastern (N=25), Mid-Northern (N=25), Northeastern (N=25), Northwestern (N=10), Western (N=29), Province wide (N=19) [See Figure 3 next page].

Submissions were received in the Ministry of Education, assigned an initial log entry number and transmitted in batches to the research team. The team first recorded and coded all briefs received in terms of the categories listed above: language,⁴ type of submitter, and geographic origin. An initial reading and analysis of each brief was then done in order to get a idea of the content and a picture of the different patterns that emerged. This approach established the parameters by which an analysis methodology was developed and discussed with Ministry of Education officials prior to finalization. The underlying purpose was to ensure a rigorous analytic process based on both qualitative and quantitative methods.

Most presenters reacted directly to the fundamental principles in the report and to the recommendations, but others based their arguments and interventions on topics not covered by the Advisory Group Report. The length and importance of the different briefs varied from one-page letters to lengthy and carefully documented analyses, often some twenty pages or more in length. The specificity of responses varied between these two extremes and thus presented a challenge in achieving a final analysis that is both concise and to the point. The number of comparatively short presentations is the reason for the relatively large number of "NO RESPONSE" codings to be found in the tabulations of responses; on the other hand, a blanket approval or condemnation of any grouping of recommendations was coded as being a response to each and every recommendation so designated by the presenter. In short, each brief had its own particularities and characteristics that had to be considered in the analysis and reporting process. In the course of coding each brief was reread and analysed at least three times. A coding system was also developed to identify and retrieve relevant information from all briefs, whatever might be their content and length.

4 Only one brief from a Francophone was in English; most responses classified as bilingual were submitted in English or in parallel English-French versions.

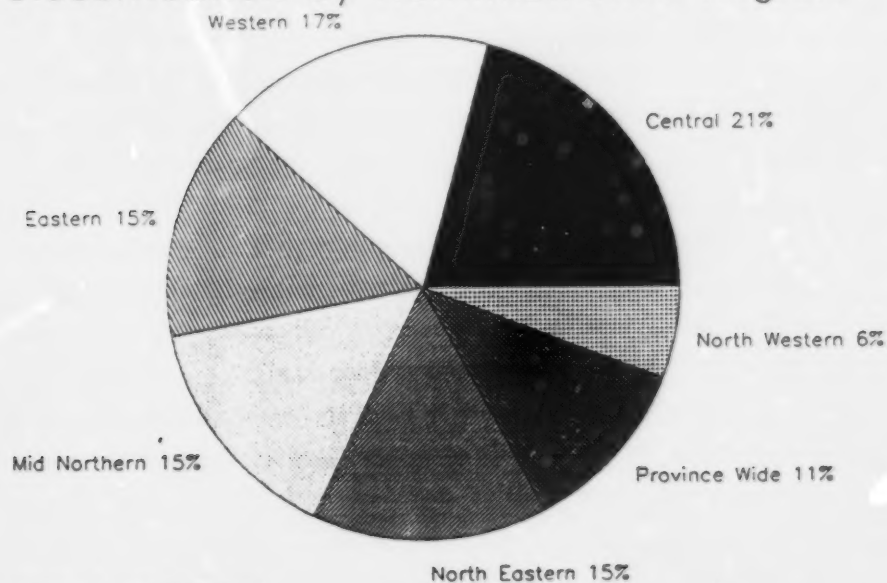
Distribution of Respondents Affiliation Classification



Based on 168 cases (percentages)

FIGURE 2

Distribution of Respondents Classification by Administrative Region



Based on 168 cases (percentages)

FIGURE 3

The quantitative data were then analysed by computer using a version of the SPSS program [Statistical Program for the Social Sciences]. This initial analysis was complemented by setting up a data file of representative remarks and quotations considered pertinent and important for a better understanding of the different positions presented. Each quotation was coded with respect to the recommendation or recommendations to which it pertained in order to facilitate retrieval during the analysis and writing process.

Quantitative analysis:

At the stage prior to doing a second reading of the initial few batches of briefs, a recording form was developed to register the different codes and the remarks and quotations to be retrieved from individual briefs. This served as the means of assigning to each document the codes required to identify: registry number, region of origin, category of presenter and professed language. The coding system included the following components, which are to be found in the tabulations of results:

- (a) Ministry of Education administrative regions: CE-Central, EA-Eastern, MN-Midnorthern, NE-Northeastern, NW-Northwestern, WE-Western and PW-Province wide.
- (b) The different categories of presenters such as PB-Public Boards, RC-Roman Catholic Separate School Boards, PA-Professional Associations, SC-Schools, PE-Professional Educators, IN-Individuals, PT-Parents and OT-Others.
- (c) The language of presentation of the documentation which was either FR-French, EN-English or, for joint presentations on behalf of both groups, BI-Bilingual.

Reaction to each of the 57 recommendations was recorded as agreed (YES), disagree (NO) or NO RESPONSE.

Representative comments and quotations considered important and relevant to the reaction and/or recommendation were coded and recorded in four different categories: (1) clarification, (2) justification, (3) condition and (4) complementary remark. The categories were used for retrieval but not tabulated separately.

Using the SPSS software, a set of cross-tabulation tables were drawn for each individual recommendation using all these variables expressed in term of frequencies and percentages.

Limitations and obstacles to the analysis:

As noted earlier, the briefs presented were of different standards and content, rendering the analysis more complex than that of a standard questionnaire to which one receives standardized responses. Documents that reacted to each and every recommendation in a sequential pattern presented no particular problem for immediate and clear coding. However, presentations that followed a different sequence or made blanket statements were more difficult to code accurately. For the latter, extreme care was taken to try to understand and interpret the intervention without distorting the intended meaning. This required judgment by the analyst, but *on any item where doubt remained, a non-response was recorded.*

Qualitative analysis:

Since the quantitative analysis would only provide for data originating from briefs that reacted directly and unequivocally to some or all recommendations, a method was devised to gather information that otherwise would have been left unreported. During the second reading and analysis for entry of quantitative data, we retrieved from the text and coded passages that provide supplementary information. These passages were coded according to four categories:

- (a) Clarification: the respondent feels that certain terms or passages are not clear and either asks a question or suggests his/her own clarification or definition.
- (b) Justification: the respondent needs to justify his answer by explaining and elaborating further on the subject.
- (c) Condition: the respondent specifies the condition and circumstance to which his reaction is attached.
- (d) Complementary remark: any additional comments and remarks that would provide useful information on the topic.

The individual submissions were retrieved and reviewed on multiple occasions during the analysis.

UNDERSTANDING THE RESPONSES

The context: majority support

The reader may be initially bewildered by the responses to the 57 recommendations in the Advisory Group Report. How does one make sense of the reactions of some 170 respondents to each of these and to the report as a whole? A simple tabulation of the responses in a few categories results in hundreds of tables.

Fortunately, the responses represent clear trends of opinion and these trends are easy to understand. Once the trends are understood, then the detail of reactions to specific recommendations or groups of recommendations are relatively simple to fit into the larger picture.

The over-all pattern of response to the consultation may be summarised as follows:

- a) A broad general agreement exists to accept the right of Francophones to control the educational institutions serving them.
- b) The majority of respondents agree with all of the measures proposed in the Advisory Group Report.
- c) But significant objections to almost all the measures are expressed by certain categories of respondents, even if they do not overtly contest the legal validity of the Supreme Court decision on Francophone governance.

Understanding the data

The data tables summarizing the responses to the Advisory Group Report represent a surprising degree of consistency among respondents. In order to understand the structure of the data, we shall now analyse in detail the responses made to a single recommendation, Recommendation No. 1 of the Advisory Group Report.

Table 1 (next page) shows the typical format of the tabulations produced by the quantitative analysis. At the top of the page, the heading **Recommendation 01 (Denominational rights)** identifies by a short title the contents of the recommendation to which responses are being analysed. The specific wording of Recommendation No. 1 is:

RECOMMENDATION 01 (Denominational Rights)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.7 2.0	19 82.6 38.8	2 8.7 10.5	23 13.7
Yes	65 72.2 65.0	16 17.8 32.7	9 10.0 47.4	90 53.6
No Response	33 60.0 33.0	14 25.5 28.6	8 14.5 42.1	55 32.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	DT	Row Total
No	15 65.2 36.6		3 13.0 7.5			5 21.7 50.0			23 13.7
Yes	13 14.4 31.7	47 52.2 71.2	22 24.4 55.0	1 1.1 50.0		2 2.2 20.0	3 3.3 60.0	2 2.2 66.7	90 53.6
No Response	13 23.6 31.7	19 34.5 28.8	15 27.3 37.5	1 1.8 50.0	1 1.8 100.0	3 5.5 30.0	2 3.6 40.0	1 1.8 33.3	55 32.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.7 5.7	1 4.3 4.0	1 4.3 4.0	8 34.8 32.0	1 4.3 10.0	9 39.1 31.0	1 4.3 5.3	23 13.7
Yes	23 25.6 65.7	14 15.6 56.0	12 13.3 48.0	13 14.4 52.0	3 3.3 30.0	14 15.6 48.3	11 12.2 57.9	90 53.6
No Response	10 18.2 28.6	10 18.2 40.0	12 21.8 48.0	4 7.3 16.0	6 10.9 60.0	6 10.9 20.7	7 12.7 36.8	55 32.7
Column Total	35	25	25	25	10	29	19	168

TABLE 1

1. That any French-language education governance structure respect the acquired denominational rights guaranteed under Section 93 of the *British North America Act*.

How did the different respondents respond to this recommendation? Table 1 consists of three sub-tables. The first one shows responses by **Language of Respondent**, the second by **Type of Respondent** and the third by **Administrative Region** of respondent. If we examine the first sub-table, we discover down the left side the type of reply NO, YES and NO RESPONSE. Reading ACROSS the first horizontal row from the YES, the first vertical column shows that 65 responses classified as French (FRE at top) said YES, as did 16 English (ENG) and 9 Bilingual (BIL) respondents; in the last vertical column, under the label ROW TOTAL one sees that the total across the first horizontal row (65+16+9) is 90 respondents who said 'yes'. The figure below '90' is 53.6, meaning that 53.6% of all respondents said they agree with Recommendation No. 1. Reading down the vertical columns allows us to see how each sub-group replied. Reading DOWN the first column, 2 responses (top figure) classified as French said NO, constituting 8.7% (second figure) of all those who said NO; out of all French responses, they constituted only 2% (third figure) of the total. In summary, reading down the column, we find that French replies were 2 % NO, 65 % YES and 33 % NO RESPONSE. The bottom right-hand corner of the sub-table indicates that a total of 168 responses were tabulated. The other sub-tables have the same format, except that across the top, the type of respondent and administrative region of respondent is identified by the codes presented above in the Introduction.

Consistent trends of support and opposition

Looking over the three sub-tables in Table 1 allows us to identify the main trends in the response to this item. From reading across all three sub-tables, we see that 53 % of respondents agree with the response as opposed to 13.7 % who disagree, a strong majority of greater than 3-to-1 in favour. From the first sub-table we see, however, that 38.8% of the responses classified as English were opposed to the recommendation, i.e. more than half of the respondents expressing an opinion.

Where does the opposition come from? The second sub-table shows responses by different categories of respondents. Most of the NO responses (15 out of 23) were registered by the Public Boards of Education which responded to the consultation; three professional associations of educators (out of 40 responding) were opposed, as were five

individuals. Quite obviously, we also find overwhelming support from Roman Catholic Separate School Boards: none opposed the recommendation. If we turn to the third sub-table, we are able to determine that most of these negative responses were clustered in two areas, the Western Region (9 responses or 39.1 %) and the Northeastern Region (8 responses or 34.8 %). In other words, the opposition to Recommendation No.1 comes primarily from English-speaking groups, particularly public school boards and a small number of associations, located in the Ministry of Education Western and Northeastern Regions.⁵

These trends are almost universal in the responses to the Advisory Group Report. The examination in detail of all the initial tabulations revealed that the structure of responses identified above was almost universally applicable to all items, with a few minor variations. On certain questions, one component of French opinion held strong reservations or expressed opposition to changes to the status quo. Apart from certain individuals, the negative opinions were mainly expressed by Francophone representatives who have been elected to French-Language Sections of school boards in areas where the Francophone population is either (a) very small and/or (b) in an area geographically distant from large urban centres. Certain recommendations that protect the interests of public school boards also receive slightly greater levels of approval from these same boards.

A total of 168 responses were analysed quantitatively--60 per cent were in French and 29 per cent in English; a further 11 percent were sent by groups representing both English and French respondents.

The responses to almost all 57 recommendations fall into a uniform structure with little variation. Most respondents express a consistent viewpoint that is either supportive of the proposals as a whole or opposed to them.. The basic structure of responses can be summarized as follows:

- 1. The MAJORITY OF ALL RESPONDENTS support all recommendations.**
- 2. Among responses expressing SUPPORT for the recommendations, we may note:**
 - Almost unanimous support from French respondents expressing an opinion.**

⁵ A very detailed breakdown of all responses shows that the vast majority of negative responses on most recommendations come from these two administrative regions.

-Very strong (usually 4-to-1 or stronger) support from Roman Catholic Separate School Boards, almost all of which have a majority of English trustees.

-Very strong support (usually 4-to-1 or stronger) from both French and English respondents in all regions of Ontario except the Northeastern and Western Regions.

3. Among responses expressing **OPPOSITION** to the recommendations, we may note:

-Slightly less than half of English respondents oppose most recommendations, with significant numbers expressing no opinion on most recommendations.

-Of the English respondents who express opposition to the recommendations, most consist of a grouping of 17 to 20 respondents in two regions of Ontario: the Western region and the Northeastern Region.

4. Public school boards expressed opinions that were split between opposition and support on most recommendations. Even though more than half of the public school boards responding in the Western and Northeastern Regions expressed opposition, the majority of public school boards responding in the rest of Ontario agree with almost all recommendations.

5. Francophone respondents expressing opposition to certain recommendations or reservations about them are concentrated in French Language Sections of school boards where the Francophone population is either (a) very small and/or (b) in an area geographically isolated from large urban centres

"Now" versus "Wait" opinions

The explanations and commentaries given in many submissions reveal a clear dichotomy of opinion on one issue: "practicality". With a variety of wordings, the opponents of the recommendations of the Advisory Group - consisting almost exclusively of respondents classified as English - express approval in principle but assert that the proposals do not fit the current situation. They present a variety of reasons why they feel that the current situation is unsuitable for giving additional control to Francophones, such

as financial constraints, current constitutional concerns, societal needs or local political considerations. French respondents, on the other hand, often express concern about many of the practicalities of specific recommendations, but come to the conclusion that Francophones have been deprived of their legitimate rights, so that it is necessary to act without delay. Their stance is often based upon the legal point that the issue is not a matter of convenience but of complying immediately with a decision of the Supreme Court of Canada.

Respondents either express support in principle for, or refrain from opposing directly, the constitutional right of Francophones to control the educational institutions serving their children. As a result, when opposition to the recommendations of the Advisory Group is expressed, it tends to take the form of (a) agreement in principle (or silence) concerning the basic right of control but (b) opposition to specific measures to achieve this control. Only a handful of respondents take issue with the principle.

Those who favour the proposals express many nuances of opinion about the specifics of the recommendations. These opinions cluster around a series of themes that will be presented in connection with the major groupings of proposals.

THE RESPONSES

A. Matters of Principle

[Recommendation No. 1 and the Principle of Francophone Control]

The recommendations

One recommendation of the report (No. 1) deals with a constitutional principle, namely the rights of Roman Catholic ratepayers under Section 93 of the British North America Act. It reaffirms the existence of a set of rights which cannot be unilaterally changed by governmental action. It is discussed here in connection with a second issue of principle, that of the rights of minority Francophones under Section 23 of the Canadian Charter of Rights and Freedoms.

Patterns of response.

The clarity of the mandate of the French Language Education Governance Advisory Group is reflected in the fact that only a very small handful of respondents contested the constitutional principle of Francophone governance. Indeed, a few submissions that expressed opposition to almost all recommendations of the report, explicitly endorsed the principle of Francophone control. On the other hand, Recommendation No. 1 was opposed by 38.8 % of English submissions, representing a majority of English respondents expressing an opinion. As noted above, the response on this issue resembled those on almost all other recommendations of the report.

Issues

Recommendation No.1 reaffirms a constitutionally-entrenched right over which the provincial government does not have immediate jurisdiction.

B. New Structures of Governance and Service Delivery

Recommendations 2-6, 10-13, 14-18, 19-20, 50-51

The recommendations

A series of recommendations throughout the report deal with the issues of creating new structures of governance and service delivery. Thus, Recommendations Nos. 2-6 outline a series of new types of school boards that might be created for Francophones, Nos. 10-13 specify the powers and responsibilities of trustees and Nos. 14-18 deal with the powers of current structures that remain after the creation of the new structures. Recommendations 19 and 20 would open the way for the recently created French-language boards of Toronto and Ottawa-Carleton to restructure in the light of changes occurring in their regions. An additional two recommendations (50 and 51) concern additional structures which would complete the institutional structure created by the new governance system, involving setting up multi-purpose school community centres and day care facilities to strengthen the culture-enhancement role of the school system.

Patterns of response

With minor exceptions, the responses to recommendations 2-6, 10-13, 19-20 and 50-51 follow the usual pattern: strong French support, support by Roman Catholic Separate School Boards, English support except for a core of opposition that is strongest in public school boards of two regions (Western and Northeastern). A few additional voices of opposition to Recommendation No. 2 (regional school board creation) are expressed in the Northwestern Region, including opposition from three Roman Catholic Separate school boards. This opposition is linked, in the submissions, with rejection of changes that would upset the status quo of geographically isolated communities. Recommendations 14-18 drew responses which fit into the same statistical pattern, but resulted in a shift in French responses: a few voices of French opposition were registered for items 14-17, which deal with allowing the continuation of French-language sections operating essentially in their present format.

RECURRING THEMES

Certain recurring themes appear in the responses to Recommendations No. 2 to 6. These themes are repeated in a variety of formats and intervals throughout the responses to the Advisory Group Report. We shall deal with them here, but **THE READER IS REMINDED** that similar commentaries and ideas are often presented in responses to the recommendations dealt with in later sections of this analysis.

Examples of commentaries from submissions⁶

...The [*Respondent*] in its endorsement of the right of Francophones for self-governance states unequivocally, its opposition to the concept of "unified" or "confederated" or "umbrella" boards in any provincial structure. The Ottawa-Carleton School Board model is not, in our view, an appropriate response to self-governance...

...We are not eliminating the possibility of seeing the creation in certain regions of a board, similar to the Ottawa-Carleton model. It's the type of model that could very well function if supported by adequate financial and human resources...

An important qualification must be introduced with respect to the support for the recommendations of the Advisory Group among responses filed by Roman Catholic Separate School Boards as well as other groups identified with the Separate School system. In raw statistical terms, this support is, if not unanimous, at least overwhelming. But there is a universal qualification which cannot be ignored: with two exceptions all are opposed unequivocally to introducing any form of governance based upon the model used in Ottawa-Carleton. This is usually expressed in terms of **opposition to an "umbrella board" or "conseil parapluie"**, and deals with having a unified school board divided between Roman Catholic Separate and public sections.

Examples of commentaries from submissions

...Article 23 of the Canadian Charter of Rights and Freedom does not specify a number, but only mentions the right to have one's children educated in the language of choice where numbers warrant. We consider inappropriate to decide the creation of school boards based on a precise number of students.....

6 When commentaries are translated, the translation is unofficial in all cases.

...The number specified in this recommendation should be eliminated. Conditions such as geography and sparsity of population do warrant consideration in jurisdictions where there are fewer than 1500 resident day school pupils...

Serious doubts are expressed by supporters of the Advisory Group's recommendations with respect to **setting a fixed criterion number of students** required for the creation of a school board, such as the 1500 students mentioned in Recommendations No. 4 and 6. Even though the recommendations leave full latitude to the Minister to dispense with the 1500 minimum in local circumstances, the French respondents' objections remain. In the minds of Francophones, specifying a number required to exercise their right to governance through a school board is a case of inequity and of inequality before the law, since no such criterion requirement has ever existed in law for school boards in the province, and some existing school boards, which serve mainly non-Francophone clientele, have fewer than 100 (or less) students.

Responses on many other topics refer to issues of **equity between Francophones and non-Francophones**. As a general rule, the Francophones use equity arguments as a basis for promoting their support of recommendations. Submissions from other respondents tend to deal with equity in a somewhat different vein. At several points in the Advisory Group's report, recommendations are made with the objective of ensuring equitable treatment of Francophones, for example by ensuring that their boards receive adequate financing to provide services of equal quality. In many areas of the province, particularly in the more remote and smaller communities, there is a strong feeling that providing quality educational services for Francophones would be inequitable since Anglophones themselves do not feel they receive equitable treatment. The responses express often the feeling that the system of school financing does not, in general, provide adequate services in smaller, more remote and less prosperous regions. This underlying equity issue appears to be built into the whole pattern of negative responses as well as into many of the qualifications advanced by supporters of the recommendations.

Examples of commentaries from submissions

...This recommendation proposes the formation of new area French-language Boards. It is inconceivable that at a time of fiscal restraint, the Advisory Group would promote fragmentation and duplication rather than cooperation...

Community spirit is alluded to in a variety of ways by those who oppose the recommendations. This may come in the form of an explicit statement that the local community has worked out its own arrangements and that providing a new form of control for Francophones (and/or for Catholics) will introduce "fragmentation", "duplication" and "separatism". Community spirit is, of course, a two-sided coin. Francophones living in communities where majority non-Francophone opinion is strongly opposed to additional control by the minority, sometimes go on record in submissions favouring the status quo.

Issues related to specific recommendations

The majority of respondents support the recommendations. Opposition to the creation of school boards (Recommendations No. 2, 4 and 6) is often in the context of allusions to the themes of community spirit. The opposition by a minority of respondents in Northeastern and Western Regions to creation of Francophone school boards is often expressed in the context of allusions to the double themes of community spirit (avoiding 'separatism') and financial equity for non-Francophones. As noted earlier, a few Francophones also go on record opposing Francophone school board areas in the North, but this occurs against a backdrop of widespread endorsement of the recommendations.

Examples of commentaries from submissions

... We suggest that it would also be beneficial to clarify whether the rights of a newly created French-language school board include the right to offer programs such as French as a second language, English as a second language and other similar continuing and adult education courses over and above the S.23 [*Section 23 of the Canadian Charter of Rights and Freedoms*] mandated right to offer French first language education...

Recommendations No. 11 and 12 elicit interesting questions and commentaries with respect to implications of 'exclusive' jurisdiction of English boards for English as a first language and of the French for French as a first language. Various commentaries seek reassurance that this will not threaten the survival of certain teaching programs -- English as a second language in French boards and French as a second language in English boards, particularly immersion programs. It is obvious that, in certain communities, respondents have a fear that present confusion about the role of schools operating in the French language may result in difficulties of interpretation requiring serious attention to avoid disputes over individual students.

Examples of commentaries from submissions

... We regret that the status quo pertaining to the continuation of the French Sections within the new structure is recommended. We think that such an option, where chosen, will not guarantee the right to governance as proposed by the report and to which Francophones have a right...

... While the *[Respondents]* believe there is no legitimate need to increase the numbers of its members under the current structure, they believe that should the recommendation be implemented, the option of adding an equal number to that added by the French Language Section should be available to the majority-language section in order to maintain the principle of proportionate representation and retain an appropriate voting balance at one board...

... The creation of French language regional school boards will permit the sharing of resources amongst French language sections. But, we shouldn't limit ourselves to the Ministry's administrative regions in defining the territory of regional boards...

... While we appreciate that the work of running a section is considerable for three trustees, we feel strongly that if the French Language Section is allowed to increase its memberships by one or two, then the option to add one or two English Language Trustees must be given to the English Language Section of the same board so long as the proportion or ratio of English and French Language Trustees remains intact...

Certain qualifications and warnings are interspersed among generally favourable commentary. In particular, the opposition of some French language submissions to the continuation of French Language Sections questions the right of a small group of recently-elected French trustees to throw away the opportunity for Francophones to obtain their full constitutional rights of governance and control. This opposition can be linked logically to the concern expressed by some that present geographical boundaries of administration should not be used as the basis for determining whether Francophones should have a given form of governance.

Examples of commentaries from submissions

... The *[Respondent]* assumes that the "centres scolaires communautaires" *[school-community centres]* envisaged by the Advisory Group will recognize that any Catholic French Language schools which are associated with such centres must retain their distinct Catholic nature in relation to educational programs and services and staff provided therein...

Support for the concept of **school-community centres** (Recommendation 50) resulted in certain qualifications: given the multiple purpose nature of the centres which will involve them in non-denominational activities, warnings are sometimes given that this should not be allowed to compromise the nature of a Roman Catholic Separate school which might be located in such a centre. Conversely, concern was expressed that non-denominational activities in a community centre should remain such. Some submissions make explicit reference to using such centres for **delivery of post-secondary educational services** in areas where Francophones do not have access to them.

C. Managing Transition to New Structures

Recommendations 7-9, 33-38, 39-40, 41-44

The recommendations

The recommendations grouped together in this section are all concerned with the process of managing the transition to new structures of governance and service delivery, to the exclusion of issues dealing with financial, human and physical resources.

Recommendations Nos. 7-9 concern the structure and function of impact committees; Nos. 33-38 the organisation of both the provincial French-Language Education Governance Implementation Commission and local planning and implementation committees; Nos. 39-40 the definition of "French-speaking persons" who exercise governance; Nos. 41-43 establishment of pedagogical services; and No. 44 the policies and procedures for transfer of personnel.

Patterns of response

The quantitative analysis of responses reveals a consistent regularity. None of the recommendations shows more than minor variation from what we have called the "usual" pattern: widespread support for all recommendations with a clearly identified core of resistance. Variations between tables show the shift of one, two or occasionally three or four responses in each column from YES to NO and vice versa. [Examined individually the submissions are not always so consistent, but the cumulative effect of the individual shifts is minor].

Issues

Without changing the over-all implications of the patterns of supportive responses, the qualitative analysis of submissions does reveal a number of interesting issues that we shall describe briefly.

With respect to both impact committees (7-9) and the implementation commission and committees (33-38), the commentaries in submissions reflect mainly the concern of certain groups to obtain **recognition as stakeholders** in order to have a say in what happens.

Examples of commentaries from submissions

...These sections of the report require a great deal of work and clarifications to make them workable. We therefore urge that the Implementation Commission be put in place quickly to clarify procedures and processes which are precise and clear...

...This communication [*involving the local planning and implementation committees and their respective local impact committees*] is necessary and we further suggest that the results of this assessment influence strongly the recommendations flowing from the planning and implementation committees. To provide continuity there should be a common representation between the impact committee and the planning and implementation committee...

...That the Implementation Commission be given mandatory powers for conflict resolution, powers which would have the same legal effect as a court order...

...That the Commission be mandated to provide assistance to both French and English sections and boards in relation to any changes in French or English Language governance...That the membership of the Commission reflect not only the various parts of the province; but also reflect the public and Roman Catholic sectors in relative proportion to number of boards and students affected...

...The [*Respondents*] recommend the adoption of a two-step dispute resolution process: the first step would be a mediation, and the second step would be a hearing by a newly created French-Language Education Governance Implementation Commission...

The wording of Recommendation 7, saying that impact committees would consist "primarily of English-speaking trustees", draws commentary suggesting the need for greater clarity in specification of membership. Despite some requests for Francophone representation on the impact committees, the bulk of respondents support their mandate. The structure of representation on the provincial Governance Implementation Commission and of the local planning and implementation committees draws commentary from those who feel excluded or wish to ensure different 'balances' within them. One set of issues raised with respect to these recommendations also impinges upon other recommendations: the limitation of membership in local planning and implementation committees to current trustees and members of French Language Advisory Committees (except where the latter do not exist) is perceived as giving power to persons who were elected for other purposes, some of whom might have a stake in the status quo, such as members of French Language Sections whose role might disappear in a reorganization.

These concerns are linked with the issue raised earlier concerning the use of existing administrative and board boundaries for defining interests of Francophones.

Examples of commentaries from submissions

...The actual definition of "Francophone" as per article 257(A) of the Education Act corresponds to the Franco-Ontarian reality...

...Will the definition of "French-speaking person" match the Quebec definition? There, before a child may attend an English school the parent must have attended an English-language school in Quebec. The French in Ontario should not be accommodated beyond the extent the English are in Quebec...

...We support this recommendation with the understanding that any new definitions do not interfere with the rights and interests of English-Language Catholic Education...

...The Charter of Rights should be the guide for determining a French speaking person. Using a broader definition would negatively impact on culture and heritage. Our schools now are more like an immersion program than is healthy for the protection of our French language rights, heritage and culture...

The definition of French-speaking persons is perceived as crucial by different constituencies. The commentaries reveal three tendencies that might be called 'restrictive', 'culturally defensive', and 'open'. The 'restrictive' approach is found in only a few of the English submissions and consists in saying that Ontario should be just as restrictive as Quebec and ensure that no one who does not meet the strictest criteria should be admitted to minority schools, a procedure which would exclude French-speaking persons not educated in Canada. The 'culturally defensive' position is traditional in French-Canadian opinion and well-known, involving the concern that French schools not be converted into immersion schools. The 'open' approach involves retaining a definition of Francophone that is less restrictive than that of the Canadian Charter of Rights and Freedoms but still requires the use of admission committees to avoid admission of Anglophones. As one submission phrased it, one should seek to admit to schools pupils who are French 'at heart' (*de coeur*). The issue is linked closely with a topic raised in connection with resources and taxation, that is, whether English-speaking school boards should be the "default option" for those persons who do not declare themselves to be French.

Recommendations Nos. 41-43 involve provision of services for French schools, particularly in geographically isolated areas or in areas of low population

density, as well as with training of professionals in areas of health, social services and learning disabilities. Some responses raise issues of equity in provision of services to remote areas for both language groups.

Examples of commentaries from submissions

...School boards are not mentioned as participants in the process. This is a serious omission. The process should begin with local negotiations. Some basic criteria regarding the establishment of need should be drawn up provincially perhaps by the Commission. There should be easy and quick access to a binding dispute mechanism as soon as an impasse is reached locally. Long drawn out and acrimonious disputes are to be avoided...

Recommendation 44 suggests consultative mechanisms for the provincial French-Language Education Governance Implementation Commission to work out measures for transfer of personnel; some commentaries take exception to the failure of the recommendation to mention school boards and trustees as participants in this aspect of the consultative process. Others are particularly concerned that the implementation process be short and have access to binding dispute settlement mechanisms to avoid impasses.

D. Resources for the New, the Old and the Transitional

Recommendations 21-32, 45-49, 52-57

The recommendations

This section groups together the sets of recommendations that deal with provision of financial, physical and human resources for the transition to new governance structures and their operation in the long term. Recommendations 21-32 all concern the issue of taxation for new governance structures and the provision of finances after they are created. Recommendations Nos. 45-49 specify mechanisms for transfers of schools and other real property between existing and new boards, as well as for the provision of new capital funds and special debenture assistance. Recommendations Nos. 52-57 propose actions at the provincial level by the Ministry of Education and the French-Language Education Governance Implementation Commission, all with a general aim of ensuring resources and facilities to ensure the viability of the new structures.

Patterns of response

The responses to all items fit the *usual* pattern of a majority positive response identified earlier. With respect to financial proposals favouring Roman Catholic Separate Boards, these same boards are unanimously in agreement on most items. On the other hand, it is notable that substantial numbers of public school boards express support for recommendations such as revenue pooling (Recommendation No. 26). The opposition to these measures, as with the other recommendations of the Advisory Group, is mainly in the public boards of the Western and Northeastern Region. This means that outside of those regions, the majority of opinion from public school boards expressed support for the measures, just as they did for the remainder of the recommendations.

Issues

The responses on many recommendations represent what may be described as 'technical' presentations of positions defending the specific financial interests of the group making the submission. Opposition to the report's financial recommendations centred on the pooling of industrial and residential taxation across the province, with most opponents arguing that no action should be taken prior to the finalization of activities

of the Fair Tax Commission and the Education Reform Finance Project. It is in response to such considerations that those who FAVOUR the recommendations assert that Francophones have waited long enough for the recognition of their rights and that the recognition of these cannot be delayed until it is administratively convenient at some undefined later date. Smaller and more isolated boards, mainly Roman Catholic Separate School Boards, expressed strong opinions in favour of such pooling.

The main recurring theme is that of **equity**, interpreted in obviously contradictory ways by the different stakeholders. The fundamental principle at issue in many submissions is that the recommendations are intended to provide Francophones with equitable treatment corresponding to their constitutional rights under Article 23 of the Charter of Rights and Freedoms, but that in many areas non-Francophones also require some form of additional support to achieve equitable levels of educational services.

The provision of resources during and even before transition to new governance structures appears as a recurring suggestion from supporters of the proposals. The commentaries make it clear that, particularly in areas where the French-speaking population is relatively small, it is necessary to provide resource for the process of consultation of opinion prior to making decisions. Some commentaries suggest that smaller French Language Sections of school boards are ill-equipped to organize a consultation and/or to do the necessary planning required to undertake steps for establishing new governance mechanisms.

The submissions contain detailed commentary on technical issues that defend the interests and positions of those submitting, of which a few examples are abstracted below.

Examples of commentaries from submissions

...Interim provisions are not appropriate. When the government establishes French-language boards it should do so in a way which makes them viable from the beginning and this must include adequate financial arrangements...

...The [Respondent] also wishes to reiterate its support for the provincial pooling of all revenues from commercial and industrial assessment and their redistribution to Boards throughout the province on the basis of average daily enrolment (ADE). This we view as a necessary condition to the implementation of the interim measures in the Report...

...At the present time, the enumeration process and the methodology by which school boards in Ontario will be funded are under debate through policies established by your Ministry and we believe it would be inappropriate for the Ministry to take any action on the recommendations of this Report until all aspects of these two subjects are explored...

...Is the enumeration process as advocated in the report the most appropriate method for accomplishing this task? Whatever system is chosen for the identification of French-language population, it will be important to ensure that the legislative or other changes required to implement an identification system are made prior to the establishment of any new school board...

...If the previous recommendation was combined with province-wide pooling of commercial and industrial assessment, it would not only ensure that French boards could survive, but they would provide stability to rural and especially rural northern boards...

...That any review of financing by the government consider that none of the recommendations in the Consultation Documents guarantees Francophone access to sufficient public funding to ensure equivalent quality educational programs and services for their children in conformity with that intended under Article 23 of the Canadian Charter of Rights and Freedoms. Equivalent, means that the choice of students regarding courses followed and careers chosen, will not be influenced by the language chosen and vice versa...

...These areas have a potential for dispute and disagreement. Further consultation is needed in establishing a process to be followed and built on the following suggested principles: (1) the process should begin with local negotiation; (2) basic criteria concerning the establishment of needs should be drawn provincially, perhaps by the Commission; (3) easy and quick accessibility to a binding dispute mechanism as soon as there is an impasse locally...

...Some basic criteria concerning the establishment of need should be drawn up provincially, perhaps by the Commission. There should be easy and quick access to a binding dispute mechanism as soon as an impasse is reached locally...

APPENDIX "A"

Summary of Recommendations

**REPORT OF THE FRENCH LANGUAGE EDUCATION
GOVERNANCE ADVISORY GROUP**

Summary of Recommendations

1. That any French-language education governance structure respect the acquired denominational rights guaranteed under Section 93 of the *British North America Act*.
2. That the Minister of Education establish by 1994 up to two French-language regional school boards in each of the six regions of the Ontario Ministry of Education: one French-language regional Roman Catholic separate school board and one French-language regional board of education.
3. That the jurisdiction of a French-language regional school board be divided into a sufficient number of electoral areas to guarantee fair representation of the population concerned.
4. That the Minister of Education establish French-language area school boards subject to the following criteria:
 - a) the proposed area school board must have a resident day school population of 1,500 or more in two or more school board jurisdictions; in special circumstances, conditions such as geography and sparsity of population may warrant consideration in jurisdictions where there are fewer than 1,500 resident day school pupils;
 - b) the geographical boundaries of an area school board must cover the entire area of each participating school board; and
 - c) the proposed area school board must be able to provide education in the French language ranging from Kindergarten to the completion of the Ontario Secondary School Diploma; and
 - d) the French-speaking trustees concerned must submit, for approval to the Minister of Education, a plan requesting the establishment of a French-language area school board that includes a reference to the impact which the board would have on the coterminous English-language school board and on the proposed French-language regional board.

5. That the jurisdiction of the French-language area school board be divided into a sufficient number of electoral areas to guarantee a fair representation of the communities involved.
6. That the Ministry of Education permit the establishment of French-language local school boards if the following criteria are met:
 - a) the proposed local school board must have a resident day school population of 1,500 or more in one school board jurisdiction; in special circumstances, conditions such as geography and sparsity of population may warrant consideration in jurisdictions where there are fewer than 1,500 resident day school pupils;
 - b) the geographical boundaries of the new French-language local school board must be the same as that of the existing local school board from which it originates; and
 - c) the proposed local school board must be able to provide education ranging from Kindergarten to the completion of the Ontario Secondary School Diploma; and
 - d) the French-speaking trustees concerned must submit, for approval to the Minister of Education, a plan requesting the establishment of a local board that includes a reference to the impact which the board would have on the coterminous English-language school board and on the proposed French-language regional board.
7. That impact committees, consisting primarily of English-speaking trustees of the board, be established where French-language school boards are considered.
8. That the mandate of the impact committees be to assess and address the impact of the establishment of a French-language education governance structure on the resident English-speaking student population in a given coterminous jurisdiction.
9. That, throughout the assessment process, communications be established and maintained between impact committees and their respective local planning and implementation committees.

10. That the trustees of French-language area, regional, and local school boards have all the powers, duties and responsibilities imposed upon trustees of any board in Ontario in accordance with the *Education Act*.
11. That the *Education Act* be amended so that the newly created French-language school boards have exclusive responsibility over French as a first language education in their jurisdiction.
12. That the *Education Act* be amended so that resulting English-language school boards have exclusive responsibility over English as a first language education in their jurisdiction.
13. That the Ministry of Education re-examine Section 206 of the *Education Act* and, in particular, the need for a minimum number of eight trustees, taking into consideration that this number should be more reflective of the number of resident day-school pupils within a board.
14. That a French-language section within a school board continue to exist if such is the wish of the Franco-Ontarian community concerned.
15. That the powers of the French-language sections continue as presently specified in Section 277 of the *Education Act*.
16. That the guaranteed minimum number of trustees for a French-language section remain three.
17. That the Minister of Education amend the *Education Act* to allow a French-language section to increase by one or two the guaranteed minimum number of its trustees without changing the number of the remaining trustees on the school board.
18. That the Minister of Education take the necessary steps to abolish French-language advisory committees as new French-language education governance structures are established in their jurisdiction.
19. That the *Conseil des écoles françaises de la communauté urbaine de Toronto* have the same opportunity as French-language sections to select an alternate form of French-language education governance, if such is the wish of the community it serves.
20. That each sector of the *Conseil scolaire de langue française d'Ottawa-Carleton* be given the same opportunity as French-language sections to select an alternative form of French-language education governance if such is the wish of the community it serves.

21. That the Minister of Education ask the Ministry of Revenue to amend the legislation governing the enumeration process in order to make it compulsory for all individuals in Ontario to identify their school support.
22. That taxes collected by municipalities for educational purposes and not directed to a particular school board by the ratepayers concerned be pooled coterminously and redistributed in the coterminous boards on a per pupil basis.
23. That the relevant legislation be amended to enable co-tenants and co-owners of a residence, and individual members of a couple to assign their educational taxes to any school board they are qualified to support.
24. That the Ministry of Education undertake the general restructuring of the funding of education in Ontario.
25. That, until the restructuring of the funding of education at the elementary and secondary levels has been completed, the Ministry of Education establish more realistic ceilings.
26. That, at the very earliest convenience, the Ministry of Education pool provincially all revenues raised from commercial and industrial assessment and redistribute them on a per pupil basis throughout the province.
27. That, until the restructuring of the funding of education has been completed, the revenues raised from assessment in coterminous boards of education jurisdictions with two governance structures (one English, one French) be pooled for redistribution in the coterminous boards on a per pupil basis.
28. That, until the restructuring of the funding of education has been completed, the revenues raised from assessment in coterminous Roman Catholic separate school board jurisdictions with two governance structures (one English, one French) be pooled for redistribution in the coterminous boards on a per pupil basis.
29. That, until the existing inequities for the funding of education in Ontario have been addressed and corrected, the Ministry of Education provide the required financial support to new French-language school boards by enhancing the funds currently available under the *Grants for French-Language Education Program*.
30. That the level of financial support to be provided by the Ministry of Education be determined prior to the establishment of every new French-language school board.

31. That the Ministry of Education provide interim funding to ensure that French-language school boards can, without undue burden on their ratepayers, offer their students an education which is
 - equal to that offered to their students prior to the formation of the new boards; and
 - equivalent to that provided in the coterminous English-language school boards.
32. That the Ministry of Education provide start-up grants to assist with the initial costs associated with the establishment of new school boards.
33. That the French-Language Education Governance Implementation Commission to be established in 1991, as previously determined by the Minister of Education, have the mandate and composition described in this report.
34. That local planning and implementation committees be established wherever new French-language education governance structures are considered.
35. That the local planning and implementation committees be mandated to plan for the creation of French-language local or area school boards, to implement the chosen governance structure and to provide continuity.
36. That the local planning and implementation committees be composed of:
 - a) The trustees elected for the governance of French-language education;
 - b) The members of the French-language Advisory committee;
 - c) where neither (a) nor (b) above exist, representatives elected by the Franco-Ontarian community through a process initiated by the French-Language Education Governance Implementation Commission.
37. That the local planning and implementation committees consult with their respective local impact committees during the planning process.
38. That the Minister of Education establish a dispute resolution mechanism that provides for mediation and binding arbitration to resolve disputes that could arise from the creation of French-language school boards.

39. That the Ministry of Education establish at the earliest convenience a task group to review the current definition of "French-speaking person" in Section 257 (a) of the *Education Act*.
40. That, until the current definition of "French-speaking person" in section 257 (a) of the *Education Act* has been reviewed, the admission of all non-right holders be subject to the approval of the admissions committees.
41. That the Ministry of Education establish at least four regional French-language co-operative educational services agencies, two for Northern Ontario and two for Southern Ontario to offer services, on a cost recovery basis, in areas such as pedagogy, student services, supervision, and professional development.
42. That the Ministry of Education secure access to any new technological development that could lower the cost and facilitate the provision of education in demographically sparse and geographically isolated areas.
43. That the Ministry of Education discuss and collaborate with other appropriate Ministries concerning the establishment of additional French-language programs and courses for the training of professionals in health, social services, and learning disabilities.
44. That the French-Language Education Governance Implementation Commission, in co-operation with provincial federations, associations, and unions representing employee groups, establish policies and procedures for the transfer to the new French-language school boards of teaching and support staff employed in French-language instructional units of existing boards.
45. That any real property that, on the 31st day of January of the year preceding the establishment of a new French-language school board was a school site or building used by a French-language instructional unit, be transferred to the French-language school board.
46. That the use and disposition of any school site or building in use by both French-language students who will become the responsibility of the new board and English-language students who will remain the responsibility of the current board be addressed by the Implementation Commission in its report to the Minister of Education.

47. That the Minister of Education set aside additional capital funds to be used for the provision of French-language education, where the number of French-speaking students warrants appropriate accommodation, the construction of specialized facilities, and the elimination of mixed schools.
48. That the Ministry of Education pay particular attention to the distance between a French-language school and the residences of the pupils when setting the priorities for the allocation of capital funds.
49. That the debenture assistance program of the Ministry be amended to provide a greater level of assistance in instances where the assessment base for the local share of capital projects is small.
50. That the Ministry of Education study the possibility of providing, in co-operation with other provincial ministries and the federal government, financial assistance for the establishment of *centres scolaires communautaires* that would include a French-language elementary and perhaps a secondary school.
51. That the Ministry of Education collaborate with other ministries in the establishment of French-language child-care facilities where needed.
52. That the French-Language Education Governance Implementation Commission establish policies and procedures for the fair and equitable transfer of the facilities of the existing boards to the new French-language boards.
53. That the Minister of Education review its policies with a view to ensuring that the new French-language school boards have access to facilities, furniture, and equipment for the administration, coordination, and supervision of French-language education.
54. That any request to the Minister of Education for the creation of a French-language school board include an action plan describing the contribution required from concerned parties – the original board, the new board and the Ministry of Education – in providing facilities, furniture, and equipment.
55. That the Ministry of Education monitor its transportation funding policy to reflect the particular demographic and geographic situation of the pupils enrolled in French-language schools.

56. That the French-Language Education Governance Implementation Commission establish policies and procedures for the fair and equitable transfer of the assets and liabilities of the existing boards to the new French-language school boards.
57. That the Minister of Education encourage the establishment of liaison committees in order to facilitate the consideration of any matter affecting French-language education and to make recommendations to those responsible for the provision of such an education.

APPENDIX "B"

Data Tables

Responses Analysed for Each Recommendation

Table Legend

LANG/LAN/ETHNIE	<i>Language Classification of Respondent</i>
FR	French
EN	English
BI	Bilingual

CATEGORI	<i>Professional Affiliation of Respondent</i>
PB	Public School Board
RC	Roman Catholic School Board
PA	Professional Associations
SC	Schools
PE	Professional Educators
IN	Individuals
PT	Parents
OT	Others

REGION(S)	<i>Administrative Region of Respondent</i>
CE	Central
EA	Eastern
MN	Mid Northern
NE	North Eastern
NW	North Western
WE	Western
PW	Province Wide

Additional Legend for Figures

Yes (Y)	Agreement
No (N)	Disagreement
Nil (*)	No response

All calculations are means (averages) based on the number of valid cases of respondents per category selected.

RECOMMENDATION 01 (Denominational Rights)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.7 2.0	19 82.6 38.8	2 8.7 10.5	23 13.7
Yes	65 72.2 65.0	16 17.8 32.7	9 10.0 47.4	90 53.6
No Response	33 60.0 33.0	14 25.5 28.6	8 14.5 42.1	55 32.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	15 65.2 36.6		3 13.0 7.5			5 21.7 50.0			23 13.7
Yes	13 14.4 31.7	47 52.2 71.2	22 24.4 55.0	1 1.1 50.0		2 2.2 20.0	3 3.3 60.0	2 2.2 66.7	90 53.6
No Response	13 23.6 31.7	19 34.5 28.8	15 27.3 37.5	1 1.8 50.0	1 1.8 100.0	3 5.5 30.0	2 3.6 40.0	1 1.8 33.3	55 32.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.7 5.7	1 4.3 4.0	1 4.3 4.0	8 34.8 32.0	1 4.3 10.0	9 39.1 31.0	1 4.3 5.3	23 13.7
Yes	23 25.6 65.7	14 15.6 56.0	12 13.3 48.0	13 14.4 52.0	3 3.3 30.0	14 15.6 48.3	11 12.2 57.9	90 53.6
No Response	10 18.2 28.6	10 18.2 40.0	12 21.8 48.0	4 7.3 16.0	6 10.9 60.0	6 10.9 20.7	7 12.7 36.8	55 32.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 02 (Regional School Boards - Establishment)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	8 22.9 8.0	23 65.7 46.9	4 11.4 21.1	35 20.8
Yes	62 72.1 62.0	13 15.1 26.5	11 12.8 57.9	86 51.2
No Response	30 63.8 30.0	13 27.7 26.5	4 8.5 21.1	47 28.0
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PS	RC	PA	SC	PE	IN	PT	OT	Row Total
No	18 51.4 43.9	6 17.1 9.1	4 11.4 10.0			7 20.0 70.0			35 20.8
Yes	16 18.6 39.0	40 46.5 60.6	24 27.9 60.0			1 1.2 10.0	3 3.5 60.0	2 2.3 66.7	86 51.2
No Response	7 14.9 17.1	20 42.6 30.3	12 25.5 30.0	2 4.3 100.0	1 2.1 100.0	2 4.3 20.0	2 4.3 40.0	1 2.1 33.3	47 28.0
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 5.7 5.7	2 5.7 8.0	4 11.4 16.0	8 22.9 32.0	7 20.0 70.0	10 28.6 34.5	2 5.7 10.5	35 20.8
Yes	25 29.1 71.4	14 16.3 56.0	7 8.1 28.0	13 15.1 52.0	2 2.3 20.0	13 15.1 44.8	12 14.0 63.2	86 51.2
No Response	8 17.0 22.9	9 19.1 36.0	14 29.8 56.0	4 8.5 16.0	1 2.1 10.0	6 12.8 20.7	5 10.6 26.3	47 28.0
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 03 (Electoral Areas - Regional School Boards)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.4 2.0	21 77.8 42.9	4 14.8 21.1	27 16.1
Yes	60 78.9 60.0	9 11.8 18.4	7 9.2 36.8	76 45.2
No Response	38 58.5 38.0	19 29.2 38.8	8 12.3 42.1	65 38.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 59.3 39.0	2 7.4 3.0	4 14.8 10.0			5 18.5 50.0			27 16.1
Yes	15 19.7 36.6	36 47.4 54.5	18 23.7 45.0			2 2.6 20.0	3 3.9 60.0	2 2.6 66.7	76 45.2
No Response	10 15.4 24.4	28 43.1 42.4	18 27.7 45.0	2 3.1 100.0	1 1.5 100.0	3 4.6 30.0	2 3.1 40.0	1 1.5 33.3	65 38.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.4 5.7	2 7.4 8.0	3 11.1 12.0	8 29.6 32.0	1 3.7 10.0	9 33.3 31.0	2 7.4 10.5	27 16.1
Yes	22 28.9 62.9	13 17.1 52.0	8 10.5 32.0	12 15.8 48.0	3 3.9 30.0	11 14.5 37.9	7 9.2 36.8	76 45.2
No Response	11 16.9 31.4	10 15.4 40.0	14 21.5 56.0	5 7.7 20.0	6 9.2 60.0	9 13.8 31.0	10 15.4 52.6	65 38.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 04 (Area School Boards - Establishment & Criteria)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	5 16.1 5.0	22 71.0 44.9	4 12.9 21.1	31 18.5
Yes	73 71.6 73.0	16 15.7 32.7	13 12.7 68.4	102 60.7
No Response	22 62.9 22.0	11 31.4 22.4	2 5.7 10.5	35 20.8
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 51.6 39.0	3 9.7 4.5	5 16.1 12.5			7 22.6 70.0			31 18.5
Yes	18 17.6 43.9	50 49.0 75.8	26 25.5 65.0		1 1.0 100.0	1 1.0 10.0	4 3.9 80.0	2 2.0 66.7	102 60.7
No Response	7 20.0 17.1	13 37.1 19.7	9 25.7 22.5	2 5.7 100.0		2 5.7 20.0	1 2.9 20.0	1 2.9 33.3	35 20.8
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	3 9.7 8.6	2 6.5 8.0	3 9.7 12.0	8 25.8 32.0	3 9.7 30.0	10 32.3 34.5	2 6.5 10.5	31 18.5
Yes	25 24.5 71.4	15 14.7 60.0	14 13.7 56.0	16 15.7 64.0	4 3.9 40.0	16 15.7 55.2	12 11.8 63.2	102 60.7
No Response	7 20.0 20.0	8 22.9 32.0	8 22.9 32.0	1 2.9 4.0	3 8.6 30.0	3 8.6 10.3	5 14.3 26.3	35 20.8
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 05 (Electoral Areas - Area School Boards)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.7 2.0	21 80.8 42.9	3 11.5 15.8	26 15.5
Yes	61 79.2 61.0	8 10.4 16.3	8 10.4 42.1	77 45.8
No Response	37 56.9 37.0	20 30.8 40.8	8 12.3 42.1	65 38.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 61.5 39.0	1 3.8 1.5	4 15.4 10.0			5 19.2 50.0			26 15.5
Yes	15 19.5 36.6	36 46.8 54.5	19 24.7 47.5			2 2.6 20.0	3 3.9 60.0	2 2.6 66.7	77 45.8
No Response	10 15.4 24.4	29 44.6 43.9	17 26.2 42.5	2 3.1 100.0	1 1.5 100.0	3 4.6 30.0	2 3.1 40.0	1 1.5 33.3	65 38.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.7 5.7	2 7.7 8.0	2 7.7 8.0	8 30.8 32.0	1 3.8 10.0	9 34.6 31.0	2 7.7 10.5	26 15.5
Yes	22 28.6 62.9	14 18.2 56.0	9 11.7 36.0	11 14.3 44.0	3 3.9 30.0	11 14.3 37.9	7 9.1 36.8	77 45.8
No Response	11 16.9 31.4	9 13.8 36.0	14 21.5 56.0	6 9.2 24.0	6 9.2 60.0	9 13.8 31.0	10 15.4 52.6	65 38.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 06 (Local School Boards - Establishment & Criteria)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 10.3 3.0	22 75.9 44.9	4 13.8 21.1	29 17.3
Yes	71 72.4 71.0	14 14.3 28.6	13 13.3 68.4	98 58.3
No Response	26 63.4 26.0	13 31.7 26.5	2 4.9 10.5	41 24.4
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 55.2 39.0	3 10.3 4.5	5 17.2 12.5			5 17.2 50.0			29 17.3
Yes	16 16.3 39.0	48 49.0 72.7	25 25.5 62.5		1 1.0 100.0	2 2.0 20.0	4 4.1 80.0	2 2.0 66.7	98 58.3
No Response	9 22.0 22.0	15 36.6 22.7	10 24.4 25.0	2 4.9 100.0		3 7.3 30.0	1 2.4 20.0	1 2.4 33.3	41 24.4
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	3 10.3 8.6	2 6.9 8.0	3 10.3 12.0	8 27.6 32.0	1 3.4 10.0	10 34.5 34.5	2 6.9 10.5	29 17.3
Yes	24 24.5 68.6	15 15.3 60.0	11 11.2 44.0	16 16.3 64.0	4 4.1 40.0	16 16.3 55.2	12 12.2 63.2	98 58.3
No Response	8 19.5 22.9	8 19.5 32.0	11 26.8 44.0	1 2.4 4.0	5 12.2 50.0	3 7.3 10.3	5 12.2 26.3	41 24.4
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 07 (Impact Committees - Establishment)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 10.3 3.0	22 75.9 44.9	4 13.8 21.1	29 17.3
Yes	64 77.1 64.0	11 13.3 22.4	8 9.6 42.1	83 49.4
No Response	33 58.9 33.0	16 28.6 32.7	7 12.5 36.8	56 33.3
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 55.2 39.0	3 10.3 4.5	5 17.2 12.5			5 17.2 50.0			29 17.3
Yes	18 21.7 43.9	38 45.8 57.6	20 24.1 50.0			2 2.4 20.0	3 3.6 60.0	2 2.4 66.7	83 49.4
No Response	7 12.5 17.1	25 44.6 37.9	15 26.8 37.5	2 3.6 100.0	1 1.8 100.0	3 5.4 30.0	2 3.6 40.0	1 1.8 33.3	56 33.3
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	4 13.8 11.4	3 10.3 12.0	1 3.4 4.0	8 27.6 32.0	1 3.4 10.0	9 31.0 31.0	3 10.3 15.8	29 17.3
Yes	22 26.5 62.9	15 18.1 60.0	11 13.3 44.0	13 15.7 52.0	4 4.8 40.0	11 13.3 37.9	7 8.4 36.8	83 49.4
No Response	9 16.1 25.7	7 12.5 28.0	13 23.2 52.0	4 7.1 16.0	5 8.9 50.0	9 16.1 31.0	9 16.1 47.4	56 33.3
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 08 (Impact Committees - Mandate)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 6.9 2.0	23 79.3 47.9	4 13.8 21.1	29 17.5
Yes	60 77.9 60.6	9 11.7 18.8	8 10.4 42.1	77 46.4
No Response	37 61.7 37.4	16 26.7 33.3	7 11.7 36.8	60 36.1
Column Total	99	48	19	166

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 51.7 36.6	4 13.8 6.3	5 17.2 12.5			5 17.2 50.0			29 17.5
Yes	18 23.4 43.9	33 42.9 51.6	19 24.7 47.5			2 2.6 20.0	3 3.9 60.0	2 2.6 66.7	77 46.4
No Response	8 13.3 19.5	27 45.0 42.2	16 26.7 40.0	2 3.3 100.0	1 1.7 100.0	3 5.0 30.0	2 3.3 40.0	1 1.7 33.3	60 36.1
Column Total	41	64	40	2	1	10	5	3	166

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	4 13.8 12.1	3 10.3 12.0	1 3.4 4.0	8 27.6 32.0	1 3.4 10.0	9 31.0 31.0	3 10.3 15.8	29 17.5
Yes	20 26.0 60.6	13 16.9 52.0	10 13.0 40.0	12 15.6 48.0	4 5.2 40.0	11 14.3 37.9	7 9.1 36.8	77 46.4
No Response	9 15.0 27.3	9 15.0 36.0	14 23.3 56.0	5 8.3 20.0	5 8.3 50.0	9 15.0 31.0	9 15.0 47.4	60 36.1
Column Total	33	25	25	25	10	29	19	166

RECOMMENDATION 09 (Impact Committees & LP & I Committees)

By Language of Respondent

LANGUAGE->	FRE	ENG	BIL	Row Total
No	2 6.9 2.0	23 79.3 47.9	4 13.8 21.1	29 17.5
Yes	61 77.2 61.6	10 12.7 20.8	8 10.1 42.1	79 47.6
No Response	36 62.1 36.4	15 25.9 31.3	7 12.1 36.8	58 34.9
Column Total	99	48	19	166

By Type of Respondent

TYPE ->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 51.7 36.6	4 13.8 6.3	5 17.2 12.5			5 17.2 50.0			29 17.5
Yes	18 22.8 43.9	35 44.3 54.7	19 24.1 47.5			2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	79 47.6
No Response	8 13.8 19.5	25 43.1 39.1	16 27.6 40.0	2 3.4 100.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.9
Column Total	41	64	40	2	1	10	5	3	166

By Administrative Region

REGIONS->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	4 13.8 12.1	3 10.3 12.0	1 3.4 4.0	8 27.6 32.0	1 3.4 10.0	9 31.0 31.0	3 10.3 15.8	29 17.5
Yes	20 25.3 60.6	13 16.5 52.0	11 13.9 44.0	12 15.2 48.0	4 5.1 40.0	12 15.2 41.4	7 8.9 36.8	79 47.6
No Response	9 15.5 27.3	9 15.5 36.0	13 22.4 52.0	5 8.6 20.0	5 8.6 50.0	8 13.8 27.6	9 15.5 47.4	58 34.9
Column Total	33	25	25	25	10	29	19	166

RECOMMENDATION 10 (Trustees - Powers and Responsibilities)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 43.8	2 8.0 10.5	25 15.1
Yes	59 76.6 59.6	10 13.0 20.8	8 10.4 42.1	77 46.4
No Response	38 59.4 38.4	17 26.6 35.4	9 14.1 47.4	64 38.6
Column Total	99	48	19	166

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.6	4 16.0 10.0			5 20.0 50.0			25 15.1
Yes	14 18.2 34.1	35 45.5 54.7	20 26.0 50.0	1 1.3 50.0		2 2.6 20.0	3 3.9 60.0	2 2.6 66.7	77 46.4
No Response	12 18.8 29.3	28 43.8 43.8	16 25.0 40.0	1 1.6 50.0	1 1.6 100.0	3 4.7 30.0	2 3.1 40.0	1 1.6 33.3	64 38.6
Column Total	41	64	40	2	1	10	5	3	166

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.0 6.1	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 15.1
Yes	19 24.7 57.6	13 16.9 52.0	10 13.0 40.0	12 15.6 48.0	3 3.9 30.0	12 15.6 41.4	8 10.4 42.1	77 46.4
No Response	12 18.8 36.4	10 15.6 40.0	14 21.9 56.0	5 7.8 20.0	6 9.4 60.0	8 12.5 27.6	9 14.1 47.4	64 38.6
Column Total	33	25	25	25	10	29	19	166

RECOMMENDATION 11 (Linguistic Responsibilities of French Boards)

By Language of Respondent

LANGUAGE->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	60 75.9 60.0	11 13.9 22.4	8 10.1 42.1	79 47.0
No Response	38 59.4 38.0	17 26.6 34.7	9 14.1 47.4	64 38.1
Column Total	100	49	19	168

By Type of Respondent

TYPE ->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	15 19.0 36.6	37 46.8 56.1	19 24.1 47.5	1 1.3 50.0		2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	79 47.0
No Response	11 17.2 26.8	28 43.8 42.4	17 26.6 42.5	1 1.6 50.0	1 1.6 100.0	3 4.7 30.0	2 3.1 40.0	1 1.6 33.3	64 38.1
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS->	CE	EA	MN	NE	NH	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	22 27.8 62.9	14 17.7 56.0	10 12.7 40.0	12 15.2 48.0	3 3.8 30.0	11 13.9 37.9	7 8.9 36.8	79 47.0
No Response	11 17.2 31.4	9 14.1 36.0	14 21.9 56.0	5 7.8 20.0	6 9.4 60.0	9 14.1 31.0	10 15.6 52.6	64 38.1
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 12 (Linguistic Responsibilities of English Boards)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	61 77.2 61.0	10 12.7 20.4	8 10.1 42.1	79 47.0
No Response	37 57.8 37.0	18 28.1 36.7	9 14.1 47.4	64 38.1
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	14 17.7 34.1	38 48.1 57.6	19 24.1 47.5	1 1.3 50.0		2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	79 47.0
No Response	12 18.8 29.3	27 42.2 40.9	17 26.6 42.5	1 1.6 50.0	1 1.6 100.0	3 4.7 30.0	2 3.1 40.0	1 1.6 33.3	64 38.1
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NN	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	22 27.8 62.9	14 17.7 56.0	9 11.4 36.0	12 15.2 48.0	3 3.8 30.0	11 13.9 37.9	8 10.1 42.1	79 47.0
No Response	11 17.2 31.4	9 14.1 36.0	15 23.4 60.0	5 7.8 20.0	6 9.4 60.0	9 14.1 31.0	9 14.1 47.4	64 38.1
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 13 (Trustees - Minimum Numbers)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	60 77.9 60.0	9 11.7 18.4	8 10.4 42.1	77 45.8
No Response	38 57.6 38.0	19 28.8 38.8	9 13.6 47.4	66 39.3
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	13 16.9 31.7	35 45.5 53.0	21 27.3 52.5	1 1.3 50.0		2 2.6 20.0	3 3.9 60.0	2 2.6 66.7	77 45.8
No Response	13 19.7 31.7	30 45.5 45.5	15 22.7 37.5	1 1.5 50.0	1 100.0	3 4.5 30.0	2 3.0 40.0	1 1.5 33.3	66 39.3
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PH	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	21 27.3 60.0	11 14.3 44.0	9 11.7 36.0	12 15.6 48.0	3 3.9 30.0	11 14.3 37.9	10 13.0 52.6	77 45.8
No Response	12 18.2 34.3	12 18.2 48.0	15 22.7 60.0	5 7.6 20.0	6 9.1 60.0	9 13.6 31.0	7 10.6 36.8	66 39.3
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 14 (French-language Sections - Continuation)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	10 27.8 10.0	24 66.7 49.0	2 5.6 10.5	36 21.4
Yes	61 76.3 61.0	9 11.3 18.4	10 12.5 52.6	80 47.6
No Response	29 55.8 29.0	16 30.8 32.7	7 13.5 36.8	52 31.0
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 47.2 41.5	7 19.4 10.6	6 16.7 15.0	1 2.8 50.0		5 13.9 50.0			36 21.4
Yes	15 18.8 36.6	37 46.3 56.1	21 26.3 52.5			2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	80 47.6
No Response	9 17.3 22.0	22 42.3 33.3	13 25.0 32.5	1 1.9 50.0	1 1.9 100.0	3 5.8 30.0	2 3.8 40.0	1 1.9 33.3	52 31.0
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	7 19.4 20.0	3 8.3 12.0	1 2.8 4.0	8 22.2 32.0	2 5.6 20.0	11 30.6 37.9	4 11.1 21.1	36 21.4
Yes	20 25.0 57.1	12 15.0 48.0	11 13.8 44.0	13 16.3 52.0	3 3.8 30.0	12 15.0 41.4	9 11.3 47.4	80 47.6
No Response	8 15.4 22.9	10 19.2 40.0	13 25.0 52.0	4 7.7 16.0	5 9.6 50.0	6 11.5 20.7	6 11.5 31.6	52 31.0
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 15 (French-language Sections - Powers)

By Language of Respondent

LANGUAGE->	FRE	ENG	BIL	Row Total
No	11 29.7 11.0	24 64.9 49.0	2 5.4 10.5	37 22.0
Yes	58 79.5 58.0	6 8.2 12.2	9 12.3 47.4	73 43.5
No Response	31 53.4 31.0	19 32.8 38.8	8 13.8 42.1	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE ->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 45.9 41.5	8 21.6 12.1	6 16.2 15.0	1 2.7 50.0		5 13.5 50.0			37 22.0
Yes	13 17.8 31.7	34 46.6 51.5	19 26.0 47.5			2 2.7 20.0	3 4.1 60.0	2 2.7 66.7	73 43.5
No Response	11 19.0 26.8	24 41.4 36.4	15 25.9 37.5	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	8 21.6 22.9	3 8.1 12.0	1 2.7 4.0	8 21.6 32.0	2 5.4 20.0	11 29.7 37.9	4 10.8 21.1	37 22.0
Yes	17 23.3 48.6	12 16.4 48.0	10 13.7 40.0	13 17.8 52.0	3 4.1 30.0	11 15.1 37.9	7 9.6 36.8	73 43.5
No Response	10 17.2 28.6	10 17.2 40.0	14 24.1 56.0	4 6.9 16.0	5 8.6 50.0	7 12.1 24.1	8 13.8 42.1	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 16 (French 1g Sections - Number of Trustees)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	12 31.6 12.0	24 63.2 49.0	2 5.3 10.5	38 22.6
Yes	55 76.4 55.0	7 9.7 14.3	10 13.9 52.6	72 42.9
No Response	33 56.9 33.0	18 31.0 36.7	7 12.1 36.8	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 44.7 41.5	9 23.7 13.6	6 15.8 15.0	1 2.6 50.0		5 13.2 50.0			38 22.6
Yes	14 19.4 34.1	30 41.7 45.5	21 29.2 52.5			2 2.8 20.0	3 4.2 60.0	2 2.8 66.7	72 42.9
No Response	10 17.2 24.4	27 46.6 40.9	13 22.4 32.5	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	8 21.1 22.9	3 7.9 12.0	1 2.6 4.0	8 21.1 32.0	2 5.3 20.0	12 31.6 41.4	4 10.5 21.1	38 22.6
Yes	17 23.6 48.6	11 15.3 44.0	10 13.9 40.0	11 15.3 44.0	3 4.2 30.0	11 15.3 37.9	9 12.5 47.4	72 42.9
No Response	10 17.2 28.6	11 19.0 44.0	14 24.1 56.0	6 10.3 24.0	5 8.6 50.0	6 10.3 20.7	6 10.3 31.6	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 17 (Trustees - Increase of Number)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	12 30.8 12.0	24 61.5 49.0	3 7.7 15.8	39 23.2
Yes	59 73.8 59.0	11 13.8 22.4	10 12.5 52.6	80 47.6
No Response	29 59.2 29.0	14 28.6 28.6	6 12.2 31.6	49 29.2
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 43.6 41.5	10 25.6 15.2	6 15.4 15.0	1 2.6 50.0		5 12.8 50.0			39 23.2
Yes	16 20.0 39.0	35 43.8 53.0	22 27.5 55.0			2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	80 47.6
No Response	8 16.3 19.5	21 42.9 31.8	12 24.5 30.0	1 2.0 50.0	1 2.0 100.0	3 6.1 30.0	2 4.1 40.0	1 2.0 33.3	49 29.2
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PH	Row Total
No	10 25.6 28.6	2 5.1 8.0	2 5 8.0	8 20.5 32.0	2 5.1 20.0	11 28.2 37.9	4 10.3 21.1	39 23.2
Yes	18 22.5 51.4	13 16.3 52.0	11 13.8 44.0	13 16.3 52.0	3 3.8 30.0	12 15.0 41.4	10 12.5 52.6	80 47.6
No Response	7 14.3 20.0	10 20.4 40.0	12 24.5 48.0	4 8.2 16.0	5 10.2 50.0	6 12.2 20.7	5 10.2 26.3	49 29.2
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 18 (FLAC - Abolishment)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	4 14.3 4.0	21 75.0 42.9	3 10.7 15.8	28 16.7
Yes	63 76.8 63.0	9 11.0 18.4	10 12.2 52.6	82 48.8
No Response	33 56.9 33.0	19 32.8 38.8	6 10.3 31.6	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 53.6 36.6	3 10.7 4.5	4 14.3 10.0	1 3.6 50.0		5 17.9 50.0			28 16.7
Yes	15 18.3 36.6	38 46.3 57.6	22 26.8 55.0			2 2.4 20.0	3 3.7 60.0	2 2.4 66.7	82 48.8
No Response	11 19.0 26.8	25 43.1 37.9	14 24.1 35.0	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.1 5.7	3 10.7 12.0	2 7.1 8.0	9 32.1 36.0	1 3.6 10.0	9 32.1 31.0	2 7.1 10.5	28 16.7
Yes	22 26.8 62.9	13 15.9 52.0	9 11.0 36.0	11 13.4 44.0	3 3.7 30.0	14 17.1 48.3	10 12.2 52.6	82 48.8
No Response	11 19.0 31.4	9 15.5 36.0	14 24.1 56.0	5 8.6 20.0	6 10.3 60.0	6 10.3 20.7	7 12.1 36.8	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 19 (CEFCUT - Toronto)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	59 80.8 59.0	7 9.6 14.3	7 9.6 36.8	73 43.5
No Response	39 55.7 39.0	21 30.0 42.9	10 14.3 52.6	70 41.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	14 19.2 34.1	34 46.6 51.5	18 24.7 45.0			2 2.7 20.0	3 4.1 60.0	2 2.7 66.7	73 43.5
No Response	12 17.1 29.3	31 44.3 47.0	18 25.7 45.0	2 2.9 100.0	1 1.4 100.0	3 4.3 30.0	2 2.9 40.0	1 1.4 33.3	70 41.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	HN	NE	NW	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	20 27.4 57.1	11 15.1 44.0	8 11.0 32.0	13 17.8 52.0	3 4.1 30.0	11 15.1 37.9	7 9.6 36.8	73 43.5
No Response	13 18.6 37.1	12 17.1 48.0	16 22.9 64.0	4 5.7 16.0	6 8.6 60.0	9 12.9 31.0	10 14.3 52.6	70 41.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 20 (CSLF Ottawa-Carleton)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	61 81.3 61.0	7 9.3 14.3	7 9.3 36.8	75 44.6
No Response	37 54.4 37.0	21 30.9 42.9	10 14.7 52.6	68 40.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	14 18.7 34.1	35 46.7 53.0	19 25.3 47.5			2 2.7 20.0	3 4.0 60.0	2 2.7 66.7	75 44.6
No Response	12 17.6 29.3	30 44.1 45.5	17 25.0 42.5	2 2.9 100.0	1 1.5 100.0	3 4.4 30.0	2 2.9 40.0	1 1.5 33.3	68 40.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	20 26.7 57.1	12 16.0 48.0	8 10.7 32.0	13 17.3 52.0	3 4.0 30.0	12 16.0 41.4	7 9.3 36.8	75 44.6
No Response	13 19.1 37.1	11 16.2 44.0	16 23.5 64.0	4 5.9 16.0	6 8.8 60.0	8 11.8 27.6	10 14.7 52.6	68 40.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 21 (Educational Taxes - Enumeration Process)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.7 2.0	21 80.8 42.9	3 11.5 15.8	26 15.5
Yes	75 71.4 75.0	17 16.2 34.7	13 12.4 68.4	105 62.5
No Response	23 62.2 23.0	11 29.7 22.4	3 8.1 15.8	37 22.0
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 65.4 41.5		4 15.4 10.0			5 19.2 50.0			26 15.5
Yes	17 16.2 41.5	50 47.6 75.8	28 26.7 70.0	1 1.0 50.0		3 2.9 30.0	4 3.8 80.0	2 1.9 66.7	105 62.5
No Response	7 18.9 17.1	16 43.2 24.2	8 21.6 20.0	1 2.7 50.0	1 2.7 100.0	2 5.4 20.0	1 2.7 20.0	1 2.7 33.3	37 22.0
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	3 11.5 8.6	2 7.7 8.0	1 3.8 4.0	8 30.8 32.0	1 3.8 10.0	9 34.6 31.0	2 7.7 10.5	26 15.5
Yes	24 22.9 68.6	18 17.1 72.0	13 12.4 52.0	16 15.2 64.0	4 3.8 40.0	17 16.2 58.6	13 12.4 68.4	105 62.5
No Response	8 21.6 22.9	5 13.5 20.0	11 29.7 44.0	1 2.7 4.0	5 13.5 50.0	3 8.1 10.3	4 10.8 21.1	37 22.0
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 22 (Educational Taxes - Municipal Pooling)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.1 2.0	23 82.1 46.9	3 10.7 15.8	28 16.7
Yes	66 69.5 66.0	15 15.8 30.6	14 14.7 73.7	95 56.5
No Response	32 71.1 32.0	11 24.4 22.4	2 4.4 10.5	45 26.8
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	18 64.3 43.9	1 3.6 1.5	4 14.3 10.0			5 17.9 50.0			28 16.7
Yes	13 13.7 31.7	47 49.5 71.2	26 27.4 65.0			3 3.2 30.0	4 4.2 80.0	2 2.1 66.7	95 56.5
No Response	10 22.2 24.4	18 40.0 27.3	10 22.2 25.0	2 4.4 100.0	1 2.2 100.0	2 4.4 20.0	1 2.2 20.0	1 2.2 33.3	45 26.8
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	3 10.7 8.6	3 10.7 12.0	2 7.1 8.0	8 28.6 32.0	1 3.6 10.0	9 32.1 31.0	2 7.1 10.5	28 16.7
Yes	22 23.2 62.9	14 14.7 56.0	13 13.7 52.0	17 17.9 68.0	4 4.2 40.0	13 13.7 44.8	12 12.6 63.2	95 56.5
No Response	10 22.2 28.6	8 17.8 32.0	10 22.2 40.0		5 11.1 50.0	7 15.6 24.1	5 11.1 26.3	45 26.8
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 23 (Educational Taxes - Assignment)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.7 2.0	21 80.8 42.9	3 11.5 15.8	26 15.5
Yes	65 68.4 65.0	18 18.9 36.7	12 12.6 63.2	95 56.5
No Response	33 70.2 33.0	10 21.3 20.4	4 8.5 21.1	47 28.0
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 65.4 41.5		4 15.4 10.0			5 19.2 50.0			26 15.5
Yes	16 16.8 39.0	47 49.5 71.2	25 26.3 62.5			2 2.1 20.0	3 3.2 60.0	2 2.1 66.7	95 56.5
No Response	8 17.0 19.5	19 40.4 28.8	11 23.4 27.5	2 4.3 100.0	1 2.1 100.0	3 6.4 30.0	2 4.3 40.0	1 2.1 33.3	47 28.0
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	PH	NE	NW	WE	PH	Row Total
No	2 7.7 5.7	2 7.7 8.0	2 7.7 8.0	8 30.8 32.0	1 3.8 10.0	9 34.6 31.0	2 7.7 10.5	26 15.5
Yes	24 25.3 68.6	15 15.8 60.0	12 12.6 48.0	15 15.8 60.0	3 3.2 30.0	15 15.8 51.7	11 11.6 57.9	95 56.5
No Response	9 19.1 25.7	8 17.0 32.0	11 23.4 44.0	2 4.3 8.0	6 12.8 60.0	5 10.6 17.2	6 12.8 31.6	47 28.0
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 24 (Funding - Restructuring)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3	19	3	25
	12.0	76.0	12.0	14.9
	3.0	38.8	15.8	
Yes	70	18	14	102
	68.6	17.6	13.7	60.7
	70.0	36.7	73.7	
No Response	27	12	2	41
	65.9	29.3	4.9	24.4
	27.0	24.5	10.5	
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	14	1	4			6			25
	56.0	4.0	16.0			24.0			14.9
	34.1	1.5	10.0			60.0			
Yes	18	50	26	1		2	3	2	102
	17.6	49.0	25.5	1.0		2.0	2.9	2.0	60.7
	43.9	75.8	65.0	50.0		20.0	60.0	66.7	
No Response	9	15	10	1	1	2	2	1	41
	22.0	36.6	24.4	2.4	2.4	4.9	4.9	2.4	24.4
	22.0	22.7	25.0	50.0	100.0	20.0	40.0	33.3	
Column Total	41	65	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2	4		8	1	8	2	25
	8.0	16.0		32.0	4.0	32.0	8.0	14.9
	5.7	16.0		32.0	10.0	27.6	10.5	
Yes	25	16	14	16	3	15	13	102
	24.5	15.7	13.7	15.7	2.9	14.7	12.7	60.7
	71.4	64.0	56.0	64.0	30.0	51.7	68.4	
No Response	8	5	11	1	6	6	4	41
	19.5	12.2	26.8	2.4	14.6	14.6	9.8	24.4
	22.9	20.0	44.0	4.0	60.0	20.7	21.1	
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 25 (Funding - Ceilings)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 12.0 3.0	19 76.0 38.8	3 12.0 15.8	25 14.9
Yes	65 69.1 65.0	16 17.0 32.7	13 13.8 68.4	94 56.0
No Response	32 65.3 32.0	14 28.6 28.6	3 6.1 15.8	49 29.2
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6		4 16.0 10.0			6 24.0 60.0			25 14.9
Yes	17 18.1 41.5	47 50.0 71.2	23 24.5 57.5			2 2.1 20.0	3 3.2 60.0	2 2.1 66.7	94 56.0
No Response	9 18.4 22.0	19 38.8 28.8	13 26.5 32.5	2 4.1 100.0	1 2.0 100.0	2 4.1 20.0	2 4.1 40.0	1 2.0 33.3	49 29.2
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.0 5.7	3 12.0 12.0		8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	25 26.6 71.4	14 14.9 56.0	12 12.8 48.0	15 16.0 60.0	3 3.2 30.0	13 13.8 44.8	12 12.6 63.2	94 56.0
No Response	8 16.3 22.9	8 16.3 32.0	13 26.5 52.0	2 4.1 8.0	6 12.2 60.0	7 14.3 24.1	5 10.2 26.3	49 29.2
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 26 (Funding - Provincial Pooling)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	4 13.3 4.0	23 76.7 46.9	3 10.0 15.8	30 17.9
Yes	66 68.0 66.0	18 18.6 36.7	13 13.4 68.4	97 57.7
No Response	30 73.2 30.0	8 19.5 16.3	3 7.3 15.8	41 24.4
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	18 60.0 43.9	1 3.3 1.5	5 16.7 12.5			6 20.0 60.0			30 17.9
Yes	14 14.4 34.1	53 54.6 80.3	22 22.7 55.0			2 2.1 20.0	4 4.1 80.0	2 2.1 66.7	97 57.7
No Response	9 22.0 22.0	12 29.3 18.2	13 31.7 32.5	2 4.9 100.0	1 2.4 100.0	2 4.9 20.0	1 2.4 20.0	1 2.4 33.3	41 24.4
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	3 10.0 8.6	4 13.3 16.0	2 6.7 8.0	8 26.7 32.0	1 3.3 10.0	9 30.0 31.0	3 10.0 15.8	30 17.9
Yes	25 25.8 71.4	15 15.5 60.0	12 12.4 48.0	16 16.5 64.0	3 3.1 30.0	15 15.5 51.7	11 11.3 57.9	97 57.7
No Response	7 17.1 20.0	6 14.6 24.0	11 26.8 44.0	1 2.4 4.0	6 14.6 60.0	5 12.2 17.2	5 12.2 26.3	41 24.4
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 27 (Funding (Redistribution To Public Boards))

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	7 17.1 7.0	27 65.9 55.1	7 17.1 36.8	41 24.4
Yes	61 80.3 61.0	7 9.2 14.3	8 10.5 42.1	76 45.2
No Response	32 62.7 32.0	15 29.4 30.6	4 7.8 21.1	51 30.4
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	19 46.3 46.3	8 19.5 12.1	8 19.5 20.0			6 14.6 60.0			41 24.4
Yes	14 18.4 34.1	36 47.4 54.5	19 25.0 47.5			2 2.6 20.0	3 3.9 60.0	2 2.6 66.7	76 45.2
No Response	8 15.7 19.5	22 43.1 33.3	13 25.5 32.5	2 3.9 100.0	1 2.0 100.0	2 3.9 20.0	2 3.9 40.0	1 2.0 33.3	51 30.4
Column Total	41	66	40	2	1	10	5	1	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	6 14.6 17.1	6 14.6 24.0	2 4.9 8.0	10 24.4 40.0	1 2.4 10.0	10 24.4 34.5	6 14.6 31.6	41 24.4
Yes	20 26.3 57.1	11 14.5 44.0	9 11.8 36.0	14 18.4 56.0	3 3.9 30.0	12 15.8 41.4	7 9.2 36.8	76 45.2
No Response	9 17.6 25.7	8 15.7 32.0	14 27.5 56.0	1 2.0 4.0	6 11.8 60.0	7 13.7 24.1	6 11.8 31.6	51 30.4
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 28 (Funding - Redistribution To Catholic Boards)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	7 17.1 7.0	27 65.9 55.1	7 17.1 36.8	41 24.4
Yes	63 78.8 63.0	9 11.3 18.4	8 10.0 42.1	80 47.6
No Response	30 63.8 30.0	13 27.7 26.5	4 8.5 21.1	47 28.0
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	19 46.3 46.3	8 19.5 12.1	8 19.5 20.0			6 14.6 60.0			41 24.4
Yes	14 17.5 34.1	40 50.0 60.6	19 23.8 47.5			2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	80 47.6
No Response	8 17.0 19.5	18 38.3 27.3	13 27.7 32.5	2 4.3 100.0	1 2.1 100.0	2 4.3 20.0	2 4.3 40.0	1 2.1 33.3	47 28.0
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	6 14.6 17.1	6 14.6 24.0	2 4.9 8.0	10 24.4 40.0	1 2.4 10.0	10 24.4 34.5	6 14.6 31.6	41 24.4
Yes	22 27.5 62.9	11 13.8 44.0	10 12.5 40.0	14 17.5 56.0	3 3.8 30.0	13 16.3 44.8	7 8.8 36.8	80 47.6
No Response	7 14.9 20.0	8 17.0 32.0	13 27.7 52.0	1 2.1 4.0	6 12.8 60.0	6 12.8 20.7	6 12.8 31.6	47 28.0
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 29 (Funding - Financial Support)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	4 12.9 4.0	24 77.4 49.0	3 9.7 15.8	31 18.5
Yes	64 72.7 64.0	12 13.6 24.5	12 13.6 63.2	88 52.4
No Response	32 65.3 32.0	13 26.5 26.5	4 8.2 21.1	49 29.2
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 54.8 41.5	3 9.7 4.5	5 16.1 12.5			6 19.4 60.0			31 18.5
Yes	15 17.0 36.6	45 51.1 68.2	21 23.9 52.5			2 2.3 20.0	3 3.4 60.0	2 2.3 66.7	88 52.4
No Response	9 18.4 22.0	18 36.7 27.3	14 28.6 35.0	2 4.1 100.0	1 2.0 100.0	2 4.1 20.0	2 4.1 40.0	1 2.0 33.3	49 29.2
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MW	NE	NW	WE	PW	Row Total
No	3 9.7 8.6	5 16.1 20.0	2 6.5 8.0	8 25.8 32.0	1 3.2 10.0	9 29.0 31.0	3 9.7 15.8	31 18.5
Yes	25 28.4 71.4	12 13.6 48.0	11 12.5 44.0	14 15.9 56.0	3 3.4 30.0	13 14.8 44.8	10 11.4 52.6	88 52.4
No Response	7 14.3 20.0	8 16.3 32.0	12 24.5 48.0	3 6.1 12.0	6 12.2 60.0	7 14.3 24.1	6 12.2 31.6	49 29.2
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 30 (Funding - Level of Financial Support)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	4 12.9 4.0	24 77.4 49.0	3 9.7 15.8	31 18.5
Yes	67 72.0 67.0	13 14.0 26.5	13 14.0 68.4	93 55.4
No Response	29 65.9 29.0	12 27.3 24.5	3 6.8 15.8	44 26.2
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 54.8 41.5	3 9.7 4.5	5 16.1 12.5			6 19.4 60.0			31 18.5
Yes	16 17.2 39.0	47 50.5 71.2	22 23.7 55.0			3 3.2 30.0	3 3.2 60.0	2 2.2 66.7	93 55.4
No Response	8 18.2 19.5	16 36.4 24.2	13 29.5 32.5	2 4.5 100.0	1 2.3 100.0	1 2.3 10.0	2 4.5 40.0	1 2.3 33.3	44 26.2
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 6.5 5.7	5 16.1 20.0	2 6.5 8.0	9 29.0 36.0	1 3.2 10.0	9 29.0 31.0	3 9.7 15.8	31 18.5
Yes	25 26.9 71.4	12 12.9 48.0	11 11.8 44.0	14 15.1 56.0	4 4.3 40.0	16 17.2 55.2	11 11.8 57.9	93 55.4
No Response	8 18.2 22.9	8 18.2 32.0	12 27.3 48.0	2 4.5 8.0	5 11.4 50.0	4 9.1 13.8	5 11.4 26.3	44 26.2
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 31 (Funding - Interim Funding)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	5 14.7 5.0	26 76.5 53.1	3 8.8 15.8	34 20.2
Yes	63 75.9 63.0	10 12.0 20.4	10 12.0 52.6	83 49.4
No Response	32 62.7 32.0	13 25.5 26.5	6 11.8 31.6	51 30.4
Column	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	17 50.0 41.5	6 17.6 9.1	5 14.7 12.5			6 17.6 60.0			34 20.2
Yes	15 18.1 36.6	40 48.2 60.6	20 24.1 50.0			3 3.6 30.0	3 3.6 60.0	2 2.4 66.7	83 49.4
No Response	9 17.6 22.0	20 39.2 30.3	15 29.4 37.5	2 3.9 100.0	1 2.0 100.0	1 2.0 10.0	2 3.9 40.0	1 2.0 33.3	51 30.4
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PN	Row Total
No	2 5.9 5.7	6 17.6 24.0	2 5.9 8.0	8 23.5 32.0	1 2.9 10.0	12 35.3 41.4	3 8.8 15.8	34 20.2
Yes	25 30.1 71.4	12 14.5 48.0	9 10.8 36.0	14 16.9 56.0	4 4.8 40.0	11 13.3 37.9	8 9.6 42.1	83 49.4
No Response	8 15.7 22.9	7 13.7 28.0	14 27.5 56.0	3 5.9 12.0	5 9.8 50.0	6 11.8 20.7	8 15.7 42.1	51 30.4
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 32 (Funding - Start-Up Grants)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	5 16.1 5.0	23 74.2 46.9	3 9.7 15.8	31 18.5
Yes	64 72.7 64.0	13 14.8 26.5	11 12.5 57.9	88 52.4
No Response	31 63.3 31.0	13 26.5 26.5	5 10.2 26.3	49 29.2
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	17 54.8 41.5	3 9.7 4.5	5 16.1 12.5			6 19.4 60.0			31 18.5
Yes	16 18.2 39.0	45 51.1 68.2	19 21.6 47.5			3 3.4 30.0	3 3.4 60.0	2 2.3 66.7	88 52.4
No Response	8 16.3 19.5	18 36.7 27.3	16 32.7 40.0	2 4.1 100.0	1 2.0 100.0	1 2.0 10.0	2 4.1 40.0	1 2.0 33.3	49 29.2
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NH	WE	PH	Row Total
No	2 6.5 5.7	5 16.1 20.0	2 6.5 8.0	8 25.8 32.0	1 3.2 10.0	10 32.3 34.5	3 9.7 15.8	31 18.5
Yes	25 28.4 71.4	11 12.5 44.0	12 13.6 48.0	15 17.0 60.0	4 4.5 40.0	13 14.8 44.8	8 9.1 42.1	88 52.4
No Response	8 16.3 22.9	9 18.4 36.0	11 22.4 44.0	2 4.1 8.0	5 10.2 50.0	6 12.2 20.7	8 16.3 42.1	49 29.2
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 33 (French Ig Education Governance Implementation Committee)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.4 2.0	23 85.2 46.9	2 7.4 10.5	27 16.1
Yes	64 73.6 64.0	11 12.6 22.4	12 13.8 63.2	87 51.8
No Response	34 63.0 34.0	15 27.8 30.6	5 9.3 26.3	54 32.1
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	16 59.3 39.0	2 7.4 3.0	4 14.8 10.0			5 18.5 50.0			27 16.1
Yes	14 16.1 34.1	41 47.1 62.1	24 27.6 60.0	1 1.1 50.0		2 2.3 20.0	3 3.4 60.0	2 2.3 66.7	87 51.8
No Response	11 20.4 26.8	23 42.6 34.8	12 22.2 30.0	1 1.9 50.0	1 1.9 100.0	3 5.6 30.0	2 3.7 40.0	1 1.9 33.3	54 32.1
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	HN	NE	NW	WE	PW	Row Total
No	2 7.4 5.7	3 11.1 12.0	2 7.4 8.0	8 29.6 32.0	1 3.7 10.0	9 33.3 31.0	2 7.4 10.5	27 16.1
Yes	23 26.4 65.7	13 14.9 52.0	9 10.3 36.0	15 17.2 60.0	3 3.4 30.0	12 13.8 41.4	12 13.8 63.2	87 51.8
No Response	10 18.5 28.6	9 16.7 36.0	14 25.9 56.0	2 3.7 8.0	6 11.1 60.0	8 14.8 27.6	5 9.3 26.3	54 32.1
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 34 (Local Planning & Implementation Committees - Establishment)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.4 2.0	23 85.2 46.9	2 7.4 10.5	27 16.1
Yes	62 76.5 62.0	8 9.9 16.3	11 13.6 57.9	81 48.2
No Response	36 60.0 36.0	18 30.0 36.7	6 10.0 31.6	60 35.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	15 55.6 36.6	2 7.4 3.0	5 18.5 12.5			5 18.5 50.0			27 16.1
Yes	15 18.5 36.6	38 46.9 57.6	20 24.7 50.0	1 1.2 50.0		2 2.5 20.0	3 3.7 60.0	2 2.5 66.7	81 48.2
No Response	11 18.3 26.8	26 43.3 39.4	15 25.0 37.5	1 1.7 50.0	1 1.7 100.0	3 5.0 30.0	2 3.3 40.0	1 1.7 33.3	60 35.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	HN	NE	NW	WE	PH	Row Total
No	2 7.4 5.7	3 11.1 12.0	1 3.7 4.0	8 29.6 32.0	1 3.7 10.0	9 33.3 31.0	3 11.1 15.8	27 16.1
Yes	21 25.9 60.0	13 16.0 52.0	9 11.1 36.0	13 16.0 52.0	4 4.9 40.0	13 16.0 44.8	8 9.9 42.1	81 48.2
No Response	12 20.0 34.3	9 15.0 36.0	15 25.0 60.0	4 6.7 16.0	5 8.3 50.0	7 11.7 24.1	8 13.3 42.1	60 35.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 35 (Local Planning & Implementation Committee - Mandate)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 10.7 3.0	23 82.1 46.9	2 7.1 10.5	28 16.7
Yes	62 77.5 62.0	8 10.0 16.3	10 12.5 52.6	80 47.6
No Response	35 58.3 35.0	18 30.0 36.7	7 11.7 36.8	60 35.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 53.6 36.6	3 10.7 4.5	5 17.9 12.5			5 17.9 50.0			28 16.7
Yes	15 18.8 36.6	38 47.5 57.6	19 23.8 47.5	1 1.3 50.0		2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	80 47.6
No Response	11 18.3 26.8	25 41.7 37.9	16 26.7 40.0	1 1.7 50.0	1 1.7 100.0	3 5.0 30.0	2 3.3 40.0	1 1.7 33.3	60 35.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	HN	NE	NW	WE	PN	Row Total
No	2 7.1 5.7	3 10.7 12.0	1 3.6 4.0	9 32.1 36.0	1 3.6 10.0	9 32.1 31.0	3 10.7 15.8	28 16.7
Yes	21 26.3 60.0	13 16.3 52.0	9 11.3 36.0	13 16.3 52.0	4 5.0 40.0	13 16.3 44.8	7 8.8 36.8	80 47.6
No Response	12 20.0 34.3	9 15.0 36.0	15 25.0 60.0	3 5.0 12.0	5 8.3 50.0	7 11.7 24.1	9 15.0 47.4	60 35.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 36 (Local Planning & Implementation Committees - Composition)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 10.7 3.0	23 82.1 46.9	2 7.1 10.5	28 16.7
Yes	66 75.9 66.0	11 12.6 22.4	10 11.5 52.6	87 51.8
No Response	31 58.5 31.0	15 28.3 30.6	7 13.2 36.8	53 31.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	15 53.6 36.6	3 10.7 4.5	5 17.9 12.5			5 17.9 50.0			28 16.7
Yes	16 18.4 39.0	42 48.3 63.6	21 24.1 52.5	1 1.1 50.0		2 2.3 20.0	3 3.4 60.0	2 2.3 66.7	87 51.8
No Response	10 18.9 24.4	21 39.6 31.8	14 26.4 35.0	1 1.9 50.0	1 1.9 100.0	3 5.7 30.0	2 3.8 40.0	1 1.9 33.3	53 31.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.1 5.7	3 10.7 12.0	1 3.6 4.0	9 32.1 36.0	1 3.6 10.0	9 32.1 31.0	3 10.7 15.8	28 16.7
Yes	23 26.4 65.7	13 14.9 52.0	10 11.5 40.0	15 17.2 60.0	4 4.6 40.0	14 16.1 48.3	8 9.2 42.1	87 51.8
No Response	10 18.9 28.6	9 17.0 36.0	14 26.4 56.0	1 1.9 4.0	5 9.4 50.0	6 11.3 20.7	8 15.1 42.1	53 31.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 37 (Local Planning & Implement. Comm. - Consultation with Impact Committees)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 10.7 3.0	23 82.1 46.9	2 7.1 10.5	28 16.7
Yes	63 76.8 63.0	10 12.2 20.4	9 11.0 47.4	82 48.8
No Response	34 58.6 34.0	16 27.6 32.7	8 13.8 42.1	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 53.6 36.6	3 10.7 4.5	5 17.9 12.5			5 17.9 50.0			28 16.7
Yes	16 19.5 39.0	40 48.8 60.6	18 22.0 45.0	1 1.2 50.0		2 2.4 20.0	3 3.7 60.0	2 2.4 66.7	82 48.8
No Response	10 17.2 24.4	23 39.7 34.8	17 29.3 42.5	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.1 5.7	3 10.7 12.0	1 3.5 4.0	9 32.1 36.0	1 3.6 10.0	9 32.1 31.0	3 10.7 15.8	28 16.7
Yes	22 26.8 62.9	13 15.9 52.0	10 12.2 40.0	13 15.9 52.0	4 4.9 40.0	14 17.1 48.3	6 7.3 31.6	82 48.8
No Response	11 19.0 31.4	9 15.5 36.0	14 24.1 56.0	3 5.2 12.0	5 8.6 50.0	6 10.3 20.7	10 17.2 52.6	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 38 (Mediation & Binding Arbitration - Mechanism)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.7 2.0	22 84.6 44.9	2 7.7 10.5	26 15.5
Yes	62 73.8 62.0	12 14.3 24.5	10 11.9 52.6	84 50.0
No Response	36 62.1 36.0	15 25.9 30.6	7 12.1 36.8	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 61.5 39.0	1 3.8 1.5	4 15.4 10.0			5 19.2 50.0			26 15.5
Yes	14 16.7 34.1	39 46.4 59.1	23 27.4 57.5	1 1.2 50.0		2 2.4 20.0	3 3.6 60.0	2 2.4 66.7	84 50.0
No Response	11 19.0 26.8	26 44.8 39.4	13 22.4 32.5	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	HN	NE	NH	WE	PH	Row Total
No	2 7.7 5.7	2 7.7 8.0	2 7.7 8.0	8 30.8 32.0	1 3.8 10.0	9 34.6 31.0	2 7.7 10.5	26 15.5
Yes	24 28.6 68.6	11 13.1 44.0	11 13.1 44.0	12 14.3 48.0	3 3.6 30.0	11 13.1 37.9	12 14.3 63.2	84 50.0
No Response	9 15.5 25.7	12 20.7 48.0	12 20.7 48.0	5 8.6 20.0	6 10.3 60.0	9 15.5 31.0	5 8.6 26.3	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 39 (Review of Definition of French-Speaking Person)

By Language of Respondent

LANGUAGE->	FRE	ENG	BIL	Row Total
No	5 16.7 5.0	22 73.3 44.9	3 10.0 15.8	30 17.9
Yes	64 75.3 64.0	12 14.1 24.5	9 10.6 47.4	85 50.6
No Response	31 58.5 31.0	15 28.3 30.6	7 13.2 36.8	53 31.5
Column Total	100	89	19	168

By Type of Respondent

TYPE ->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 53.3 39.0	4 13.3 6.1	5 16.7 12.5			5 16.7 50.0			30 17.9
Yes	16 18.8 39.0	40 47.1 60.6	21 24.7 52.5	1 1.2 50.0		2 2.4 20.0	3 3.5 60.0	2 2.4 66.7	85 50.6
No Response	9 17.0 22.0	22 41.5 33.3	14 26.4 35.0	1 1.9 50.0	1 1.9 100.0	3 5.7 30.0	2 3.8 40.0	1 1.9 33.3	53 31.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS->	CE	EA	HN	NE	NH	WE	PW	Row Total
No	3 10.0 8.6	2 6.7 8.0	4 13.3 16.0	8 26.7 32.0	1 3.3 10.0	9 30.0 31.0	3 10.0 15.8	30 17.9
Yes	21 24.7 60.0	14 16.5 56.0	8 9.4 32.0	15 17.6 60.0	3 3.5 30.0	15 17.6 51.7	9 10.6 47.4	85
No Response	11 20.8 31.4	9 17.0 36.0	13 24.5 52.0	2 3.8 8.0	6 11.3 60.0	5 9.4 17.2	7 13.2 36.8	53 31.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 40 (Non-Right Holders)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	4 13.8 4.0	22 75.9 44.9	3 10.3 15.8	29 17.3
Yes	61 78.2 61.0	8 10.3 16.3	9 11.5 47.4	78 46.4
No Response	35 57.4 35.0	19 31.1 38.8	7 11.5 36.8	61 36.3
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 55.2 39.0	4 13.8 6.1	4 13.8 10.0			5 17.2 50.0			29 17.3
Yes	13 16.7 31.7	36 46.2 54.5	21 26.9 52.5	1 1.3 50.0		2 2.6 20.0	3 3.8 60.0	2 2.6 66.7	78 46.4
No Response	12 19.7 29.3	26 42.6 39.4	15 24.6 37.5	1 1.6 50.0	1 1.6 100.0	3 4.9 30.0	2 3.3 40.0	1 1.6 33.3	61 36.3
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MW	NE	NW	WE	PW	Row Total
No	3 10.3 8.6	2 6.9 8.0	4 13.8 16.0	8 27.6 32.0	1 3.4 10.0	9 31.0 31.0	2 6.9 10.5	29 17.3
Yes	20 25.6 57.1	12 15.4 48.0	7 9.0 28.0	15 19.2 60.0	3 3.8 30.0	12 15.4 41.4	9 11.5 47.4	78 46.4
No Response	12 19.7 34.3	11 18.0 44.0	14 23.0 56.0	2 3.3 8.0	6 9.8 60.0	8 13.1 27.6	8 13.1 42.1	61 36.3
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 41 (Co-op. Services Agencies - Establishment)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	73 74.5 73.0	15 15.3 30.6	10 10.2 52.6	98 58.3
No Response	25 55.6 25.0	13 28.9 26.5	7 15.6 36.8	45 26.8
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	16 16.3 39.0	48 49.0 72.7	24 24.5 60.0	1 1.0 50.0		2 2.0 20.0	4 4.1 80.0	3 3.1 100.0	98 58.3
No Response	10 22.2 24.4	17 37.8 25.8	12 26.7 30.0	1 2.2 50.0	1 100.0	3 6.7 30.0	1 2.2 20.0		45 26.8
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	22 22.4 62.9	16 16.3 64.0	18 18.4 72.0	15 15.3 60.0	5 5.1 50.0	12 12.2 41.4	10 10.2 52.6	98 58.3
No Response	11 24.4 31.4	7 15.6 28.0	6 13.3 24.0	2 4.4 8.0	4 8.9 40.0	8 17.8 27.6	7 15.6 36.8	45 26.8
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 42 (Access to New Technology)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	63 75.9 63.0	10 12.0 20.4	10 12.0 52.6	83 49.4
No Response	35 58.3 35.0	18 30.0 36.7	7 11.7 36.8	60 35.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	14 16.9 34.1	41 49.4 62.1	18 21.7 45.0	1 1.2 50.0		2 2.4 20.0	4 4.8 80.0	3 3.6 100.0	83 49.4
No Response	12 20.0 29.3	24 40.0 36.4	18 30.0 45.0	1 1.7 50.0	1 1.7 100.0	3 5.0 30.0	1 1.7 20.0		60 35.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	21 25.3 60.0	12 14.5 48.0	14 16.9 56.0	14 16.9 56.0	3 3.6 30.0	12 14.5 41.4	7 8.4 36.8	83 49.4
No Response	12 20.0 34.3	11 18.3 44.0	10 16.7 40.0	3 5.0 12.0	6 10.0 60.0	8 13.3 27.6	10 16.7 52.6	60 35.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 43 (Collaboration Between Ministries)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.7 2.0	22 84.6 44.9	2 7.7 10.5	26 15.5
Yes	64 75.3 64.0	11 12.9 22.4	10 11.8 52.6	85 50.6
No Response	34 59.6 34.0	16 28.1 32.7	7 12.3 36.8	57 33.9
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 61.5 39.0	1 3.8 1.5	4 15.4 10.0			5 19.2 50.0			26 15.5
Yes	14 16.5 34.1	41 46.2 62.1	20 23.5 50.0	1 1.2 50.0		2 2.4 20.0	4 4.7 80.0	3 3.5 100.0	85 50.6
No Response	11 19.3 26.8	24 42.1 36.4	16 28.1 40.0	1 1.8 50.0	1 1.8 100.0	3 5.3 30.0	1 1.8 20.0		57 33.9
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	HN	NE	NH	WE	PW	Row Total
No	2 7.7 5.7	2 7.7 8.0	2 7.7 8.0	8 30.8 32.0	1 3.8 10.0	9 34.6 31.0	2 7.7 10.5	26 15.5
Yes	21 24.7 60.0	12 14.1 48.0	13 15.3 52.0	15 17.6 60.0	3 3.5 30.0	12 14.1 41.4	9 10.6 47.4	85 50.6
No Response	12 21.1 34.3	11 19.3 44.0	10 17.5 40.0	2 3.5 8.0	6 10.5 60.0	8 14.0 27.6	8 14.0 42.1	57 33.9
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 44 (Implementation Commission - Mandate)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	62 72.9 62.0	14 16.5 28.6	9 10.6 47.4	85 50.6
No Response	36 62.1 36.0	14 24.1 28.6	8 13.8 42.1	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	14 16.5 34.1	41 48.2 62.1	22 25.9 55.0	1 1.2 50.0		2 2.4 20.0	3 3.5 60.0	2 2.4 66.7	85 50.6
No Response	12 20.7 29.3	24 41.4 36.4	14 24.1 35.0	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MH	NE	NW	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	23 27.1 65.7	12 14.1 48.0	10 11.8 40.0	15 17.6 60.0	3 3.5 30.0	12 14.1 41.4	10 11.8 52.6	85 50.6
No Response	10 17.2 28.6	11 19.0 44.0	14 24.1 56.0	2 3.4 8.0	6 10.3 60.0	8 13.8 27.6	7 12.1 36.8	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 45 (Transfer of Property)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 9.7 3.0	26 83.9 53.1	2 6.5 10.5	31 18.5
Yes	63 75.9 63.0	12 14.5 24.5	8 9.6 42.1	83 49.4
No Response	34 63.0 34.0	11 20.4 22.4	9 16.7 47.4	54 32.1
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	16 51.6 39.0	6 19.4 9.1	4 12.9 10.0			5 16.1 50.0			31 18.5
Yes	16 19.3 39.0	39 47.0 59.1	20 24.1 50.0	1 1.2 50.0		2 2.4 20.0	3 3.6 60.0	2 2.4 66.7	83 49.4
No Response	9 16.7 22.0	21 38.9 31.8	16 29.6 40.0	1 1.9 50.0	1 1.9 100.0	3 5.6 30.0	2 3.7 40.0	1 1.9 33.3	54 32.1
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NH	WE	PW	Row Total
No	3 9.7 8.6	3 9.7 12.0	2 6.5 8.0	8 25.8 32.0	1 3.2 10.0	12 38.7 41.4	2 6.5 10.5	31 18.5
Yes	23 27.7 65.7	12 14.5 48.0	12 14.5 48.0	12 14.5 48.0	4 4.8 40.0	11 13.3 37.9	9 10.8 47.4	83 49.4
No Response	9 16.7 25.7	10 18.5 40.0	11 20.4 44.0	5 9.3 20.0	5 9.3 50.0	6 11.1 20.7	8 14.8 42.1	54 32.1
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 46 (Transfer of Property - Implementation Committee)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.1 2.0	23 82.1 46.9	3 10.7 15.8	28 16.7
Yes	63 78.8 63.0	10 12.5 20.4	7 8.8 36.8	80 47.6
No Response	35 58.3 35.0	16 26.7 32.7	9 15.0 47.4	60 35.7
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 57.1 39.0	2 7.1 3.0	5 17.9 12.5			5 17.9 50.0			28 16.7
Yes	15 18.8 36.6	38 47.5 57.6	19 23.8 47.5	1 1.3 50.0		2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	80 47.6
No Response	10 16.7 24.4	26 43.3 39.4	16 26.7 40.0	1 1.7 50.0	1 1.7 100.0	3 5.0 30.0	2 3.3 40.0	1 1.7 33.3	60 35.7
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NN	WE	PW	Row Total
No	2 7.1 5.7	2 7.1 8.0	3 10.7 12.0	8 28.6 32.0	1 3.6 10.0	9 32.1 31.0	3 10.7 15.8	28 16.7
Yes	22 27.5 62.9	12 15.0 48.0	10 12.5 40.0	12 15.0 48.0	4 5.0 40.0	12 15.0 41.4	8 10.0 42.1	80 47.6
No Response	11 18.3 31.4	11 18.3 44.0	12 20.0 48.0	5 8.3 20.0	5 8.3 50.0	8 13.3 27.6	8 13.3 42.1	60 35.7
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 47 (Capital Funds - Additional)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.4 2.0	23 85.2 46.9	2 7.4 10.5	27 16.1
Yes	68 80.0 68.0	9 10.6 18.4	8 9.4 42.1	85 50.6
No Response	30 53.6 30.0	17 30.4 34.7	9 16.1 47.4	56 33.3
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 59.3 39.0	2 7.4 3.0	4 14.8 10.0			5 18.5 50.0			27 16.1
Yes	17 20.0 41.5	40 47.1 60.6	19 22.4 47.5	1 1.2 50.0		2 2.4 20.0	4 4.7 80.0	2 2.4 66.7	85 50.6
No Response	8 14.3 19.5	24 42.9 36.4	17 30.4 42.5	1 1.8 50.0	1 1.8 100.0	3 5.4 30.0	1 1.8 20.0	1 1.8 33.3	56 33.3
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.4 5.7	2 7.4 8.0	3 11.1 12.0	8 29.6 32.0	1 3.7 10.0	9 33.3 31.0	2 7.4 10.5	27 16.1
Yes	24 28.2 68.6	13 15.3 52.0	12 14.1 48.0	12 14.1 48.0	4 4.7 40.0	13 15.3 44.8	7 8.2 36.8	85 50.6
No Response	9 16.1 25.7	10 17.9 40.0	10 17.9 40.0	5 8.9 20.0	5 8.9 50.0	7 12.5 24.1	10 17.9 52.6	56 33.3
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 48 (Capital Funds - Allocation)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	63 77.8 63.0	10 12.3 20.4	8 9.9 42.1	81 48.2
No Response	35 56.5 35.0	18 29.0 36.7	9 14.5 47.4	62 36.9
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	16 64.0 39.0		4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	15 18.5 36.6	38 46.9 57.6	20 24.7 50.0	1 1.2 50.0		2 2.5 20.0	3 3.7 60.0	2 2.5 66.7	81 48.2
No Response	10 16.1 24.4	28 45.2 42.4	16 25.8 40.0	1 1.6 50.0	1 1.6 100.0	3 4.8 30.0	2 3.2 40.0	1 1.6 33.3	62 36.9
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PH	Row Total
No	2 8.0 5.7	1 4.0 4.0	2 8.0 8.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	22 27.2 62.9	13 16.0 52.0	10 12.3 40.0	11 13.6 44.0	4 4.9 40.0	12 14.8 41.4	9 11.1 47.4	81 48.2
No Response	11 17.7 31.4	11 17.7 44.0	13 21.0 52.0	6 9.7 24.0	5 8.1 50.0	8 12.9 27.6	8 12.9 42.1	62 36.9
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 49 (Capital Funds - Debiture Assistance)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 9.0 10.5	25 14.9
Yes	63 74.1 63.0	12 14.1 24.5	10 11.8 52.6	85 50.6
No Response	35 60.3 35.0	16 27.6 32.7	7 12.1 36.8	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	DT	Row Total
No	16 64.0 39.0		4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	16 18.8 39.0	41 48.2 62.1	20 23.5 50.0	1 1.2 50.0		2 2.4 20.0	3 3.5 60.0	2 2.4 66.7	85 50.6
No Response	9 15.5 22.0	25 43.1 37.9	16 27.6 40.0	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	HN	NE	NH	WE	PM	Row Total
No	2 8.0 5.7	1 4.0 4.0	2 8.0 8.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	23 27.1 65.7	13 15.3 52.0	10 11.8 40.0	13 15.3 52.0	4 4.7 40.0	13 15.3 44.8	9 10.6 47.4	85 50.6
No Response	10 17.2 28.6	11 19.0 44.0	13 22.4 52.0	4 6.9 16.0	5 8.6 50.0	7 12.1 24.1	8 13.8 42.1	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 50 (School Community Centres)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.0 2.0	21 84.0 42.9	2 8.0 10.5	25 14.9
Yes	69 80.2 69.0	9 10.5 18.4	8 9.3 42.1	86 51.2
No Response	29 50.9 29.0	19 33.3 38.8	9 15.8 47.4	57 33.9
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 60.0 36.6	1 4.0 1.5	4 16.0 10.0			5 20.0 50.0			25 14.9
Yes	17 19.8 41.5	39 45.3 59.1	22 25.6 55.0	1 1.2 50.0		2 2.3 20.0	3 3.5 60.0	2 2.3 66.7	86 51.2
No Response	9 15.8 22.0	26 45.6 39.4	14 24.6 35.0	1 1.8 50.0	1 1.8 100.0	3 5.3 30.0	2 3.5 40.0	1 1.8 33.3	57 33.9
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.0 5.7	2 8.0 8.0	1 4.0 4.0	8 32.0 32.0	1 4.0 10.0	9 36.0 31.0	2 8.0 10.5	25 14.9
Yes	24 27.9 68.6	13 15.1 52.0	9 10.5 36.0	13 15.1 52.0	4 4.7 40.0	13 15.1 44.8	10 11.6 52.6	86 51.2
No Response	9 15.8 25.7	10 17.5 40.0	15 26.3 60.0	4 7.0 16.0	5 8.8 50.0	7 12.3 24.1	7 12.3 36.8	57 33.9
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 51 (Child-Care Facilities)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 10.7 3.0	23 82.1 46.9	2 7.1 10.5	28 16.7
Yes	65 80.2 65.0	8 9.9 16.3	8 9.9 42.1	81 48.2
No Response	32 54.2 32.0	18 30.5 36.7	9 15.3 47.4	59 35.1
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 57.1 39.0	3 10.7 4.5	4 14.3 10.0			5 17.9 50.0			28 16.7
Yes	15 18.5 36.6	36 44.4 54.5	21 25.9 52.5	1 1.2 50.0		2 2.5 20.0	4 4.9 80.0	2 2.5 66.7	81 48.2
No Response	10 16.9 24.4	27 45.8 40.9	15 25.4 37.5	1 1.7 50.0	1 1.7 100.0	3 5.1 30.0	1 1.7 20.0	1 1.7 33.3	59 35.1
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.1 5.7	2 7.1 8.0	2 7.1 8.0	8 28.6 32.0	1 3.6 10.0	11 39.3 37.9	2 7.1 10.5	28 16.7
Yes	22 27.2 62.9	12 14.8 48.0	10 12.3 40.0	12 14.8 48.0	4 4.9 40.0	11 13.6 37.9	10 12.3 52.6	81 48.2
No Response	11 18.6 31.4	11 18.6 44.0	13 22.0 52.0	5 8.5 20.0	5 8.5 50.0	7 11.9 24.1	7 11.9 36.8	59 35.1
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 52 (Transfer of Property - Policies & Procedures)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.4 2.0	22 81.5 44.9	3 11.1 15.8	27 16.1
Yes	64 81.0 64.0	9 11.4 18.4	6 7.6 31.6	79 47.0
No Response	34 54.8 34.0	18 29.0 35.7	10 16.1 52.6	62 36.9
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 59.3 39.0	2 7.4 3.0	4 14.8 10.0			5 18.5 50.0			27 16.1
Yes	15 19.0 36.6	38 48.1 57.6	18 22.8 45.0	1 1.3 50.0		2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	79 47.0
No Response	10 16.1 24.4	26 41.9 39.4	18 29.0 45.0	1 1.6 50.0	1 1.6 100.0	3 4.8 30.0	2 3.2 40.0	1 1.6 33.3	62 36.9
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NH	WE	PW	Row Total
No	2 7.4 5.7	2 7.4 8.0	3 11.1 12.0	8 29.6 32.0	1 3.7 10.0	9 33.3 31.0	2 7.4 10.5	27 16.1
Yes	23 29.1 65.7	13 16.5 52.0	7 8.9 28.0	13 16.5 52.0	4 5.1 40.0	12 15.2 41.4	7 8.9 36.8	79 47.0
No Response	10 16.1 28.6	10 16.1 40.0	15 24.2 60.0	4 6.5 16.0	5 8.1 50.0	8 12.9 27.6	10 16.1 52.6	62 36.9
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 53 (Administrative Resources - Policies)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.7 2.0	22 84.6 44.9	2 7.7 10.5	26 15.5
Yes	64 76.2 64.0	11 13.1 22.4	9 10.7 47.4	84 50.0
No Response	34 58.6 34.0	16 27.6 32.7	8 13.8 42.1	58 34.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 61.5 39.0	1 3.8 1.5	4 15.4 10.0			5 19.2 50.0			26 15.5
Yes	15 17.9 36.6	40 47.6 60.6	21 25.0 52.5	1 1.2 50.0		2 2.4 20.0	3 3.6 60.0	2 2.4 66.7	84 50.0
No Response	10 17.2 24.4	25 43.1 37.9	15 25.9 37.5	1 1.7 50.0	1 1.7 100.0	3 5.2 30.0	2 3.4 40.0	1 1.7 33.3	58 34.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.7 5.7	2 7.7 8.0	2 7.7 8.0	8 30.8 32.0	1 3.8 10.0	9 34.6 31.0	2 7.7 10.5	26 15.5
Yes	23 27.4 65.7	12 14.3 48.0	9 10.7 36.0	13 15.5 52.0	4 4.8 40.0	13 15.5 44.8	10 11.9 52.6	84 50.0
No Response	10 17.2 28.6	11 19.0 44.0	14 24.1 56.0	4 6.9 16.0	5 8.6 50.0	7 12.1 24.1	7 12.1 36.8	58 34.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 54 (Administrative Resources - Action Plan)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 7.7 2.0	22 84.6 44.9	2 7.7 10.5	26 15.5
Yes	64 81.0 64.0	8 10.1 16.3	7 8.9 36.8	79 47.0
No Response	34 54.0 34.0	19 30.2 38.8	10 15.9 52.6	63 37.5
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 61.5 39.0	1 3.8 1.5	4 15.4 10.0			5 19.2 50.0			26 15.5
Yes	14 17.7 34.1	38 48.1 57.6	19 24.1 47.5	1 1.3 50.0		2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	79 47.0
No Response	11 17.5 26.8	27 42.9 40.9	17 27.0 42.5	1 1.6 50.0	1 1.6 100.0	3 4.8 30.0	2 3.2 40.0	1 1.6 33.3	63 37.5
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.7 5.7	2 7.7 8.0	2 7.7 8.0	8 30.8 32.0	1 3.8 10.0	9 34.6 31.0	2 7.7 10.5	26 15.5
Yes	22 27.8 62.9	12 15.2 48.0	9 11.4 36.0	12 15.2 48.0	4 5.1 40.0	12 15.2 41.4	8 10.1 42.1	79 47.0
No Response	11 17.5 31.4	11 17.5 44.0	14 22.2 56.0	5 7.9 20.0	5 7.9 50.0	8 12.7 27.6	9 14.3 47.4	63 37.5
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 55 (Transportation)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	2 8.3 2.0	20 83.3 40.8	2 8.3 10.5	24 14.3
Yes	65 78.3 65.0	11 13.3 22.4	7 8.4 35.8	83 49.4
No Response	33 54.1 33.0	18 29.5 36.7	10 16.4 52.6	61 36.3
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	15 62.5 36.6		4 16.7 10.0			5 20.8 50.0			24 14.3
Yes	16 19.3 39.0	40 48.2 60.6	19 22.9 47.5	1 1.2 50.0		2 2.4 20.0	3 3.6 60.0	2 2.4 66.7	83 49.4
No Response	10 16.4 24.4	26 42.6 39.4	17 27.9 42.5	1 1.6 50.0	1 1.6 100.0	3 4.9 30.0	2 3.3 40.0	1 1.6 33.3	61 36.3
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 8.3 5.7	1 4.2 4.0	1 4.2 4.0	8 33.3 32.0	1 4.2 10.0	9 37.5 31.0	2 8.3 10.5	24 14.3
Yes	23 27.7 65.7	13 15.7 52.0	11 13.3 44.0	13 15.7 52.0	4 4.8 40.0	12 14.5 41.4	7 8.4 36.8	83 49.4
No Response	10 16.4 28.6	11 18.0 44.0	13 21.3 52.0	4 6.6 16.0	5 8.2 50.0	8 13.1 27.6	10 16.4 52.6	61 36.3
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 56 (Transfer of Assets & Liabilities - Implementation Commission)

By Language of Respondent

LANGUAGE->	FRE	ENG	BIL	Row Total
No	2 7.4 2.0	22 81.5 44.9	3 11.1 15.8	27 16.1
Yes	63 79.7 63.0	9 11.4 18.4	7 8.9 36.8	79 47.0
No Response	35 56.5 35.0	18 29.0 36.7	9 14.5 47.4	62 36.9
Column Total	100	49	19	168

By Type of Respondent

TYPE ->	PB	RC	PA	SC	PE	IN	PT	OT	Row Total
No	16 59.3 39.0	2 7.4 3.0	4 14.8 10.0			5 18.5 50.0			27 16.1
Yes	15 19.0 36.6	37 46.8 56.1	19 24.1 47.5	1 1.3 50.0		2 2.5 20.0	3 3.8 60.0	2 2.5 66.7	79 47.0
No Response	10 16.1 24.4	27 43.5 40.9	17 27.4 42.5	1 1.6 50.0	1 1.6 100.0	3 4.8 30.0	2 3.2 40.0	1 1.6 33.3	62 36.9
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	2 7.4 5.7	2 7.4 8.0	3 11.1 12.0	8 29.6 32.0	1 3.7 10.0	9 33.3 31.0	2 7.4 10.5	27 16.1
Yes	23 29.1 65.7	13 16.5 52.0	7 8.9 28.0	13 16.5 52.0	4 5.1 40.0	12 15.2 41.4	7 8.9 36.8	79 47.0
No Response	10 16.1 28.6	10 16.1 40.0	15 24.2 60.0	4 6.5 16.0	5 8.1 50.0	8 12.9 27.6	10 16.1 52.6	62 36.9
Column Total	35	25	25	25	10	29	19	168

RECOMMENDATION 57 (Liaison Committees)

By Language of Respondent

LANGUAGE-->	FRE	ENG	BIL	Row Total
No	3 10.0 3.0	22 73.3 44.9	5 16.7 26.3	30 17.9
Yes	63 81.8 63.0	8 10.4 16.3	6 7.8 31.6	77 45.8
No Response	34 55.7 34.0	19 31.1 38.8	8 13.1 42.1	61 36.3
Column Total	100	49	19	168

By Type of Respondent

TYPE -->	PB	RC	PA	SC	PE	IN	PT	QT	Row Total
No	15 50.0 36.6	5 16.7 7.6	5 16.7 12.5			5 16.7 50.0			30 17.9
Yes	16 20.8 39.0	34 44.2 51.5	19 24.7 47.5	1 1.3 50.0		2 2.6 20.0	3 3.9 60.0	2 2.6 66.7	77 45.8
No Response	10 16.4 24.4	27 44.3 40.9	16 26.2 40.0	1 1.6 50.0	1 1.6 100.0	3 4.9 30.0	2 3.3 40.0	1 1.6 33.3	61 36.3
Column Total	41	66	40	2	1	10	5	3	168

By Administrative Region

REGIONS-->	CE	EA	MN	NE	NW	WE	PW	Row Total
No	5 16.7 14.3	2 6.7 8.0	2 6.7 8.0	8 26.7 32.0	1 3.3 10.0	9 30.0 31.0	3 10.0 15.8	30 17.9
Yes	19 24.7 54.3	12 15.6 48.0	9 11.7 36.0	13 16.9 52.0	3 3.9 30.0	13 16.9 44.8	8 10.4 42.1	77 45.8
No Response	11 18.0 31.4	11 18.0 44.0	14 23.0 56.0	4 6.6 16.0	6 9.8 60.0	7 11.5 24.1	8 13.1 42.1	61 36.3
Column Total	35	25	25	25	10	29	19	168

APPENDIX "C"

List of Respondents

List of Respondents

The following list consists of the names of organizations, school boards, public agencies, and concerned citizens who submitted briefs in response to the *Report of the French Language Education Governance Advisory Group*. The names are presented in the language in which the brief was written.

Professional Organizations, Associations, and Agencies

- Association canadienne française de l'Ontario - Champlain
- Association canadienne française de l'Ontario - Vanier
- Association canadienne française de l'Ontario - Nipissing
- Association canadienne française de l'Ontario - Conseil régional des Milles-fles
- Association des enseignantes et des enseignants franco-ontariens - Brant
- Association des enseignantes et des enseignants franco-ontariens - unité élémentaire catholique d'Ottawa-Carleton
- Association des enseignantes et des enseignants franco-ontariens - unité Baie Georgienne
- Association des enseignantes et des enseignants franco-ontariens - unité secondaire publique d'Ottawa
- Association des enseignantes et des enseignants franco-ontariens - (provincial)
- Association des enseignantes et des enseignants franco-ontariens - unité secondaire et élémentaire publique de Sudbury
- Association des enseignantes et des enseignants franco-ontariens - unité secondaire de Timiskaming
- Association des enseignantes et des enseignants franco-ontariens - unité élémentaire de Timiskaming
- Association des enseignantes et des enseignants franco-ontariens - unité régionale élémentaire de Nipissing
- Association des enseignantes et des enseignants franco-ontariens - unité régionale de York
- Association des enseignantes et des enseignants franco-ontariens - Unité élémentaire de Prescott-Russell
- Association des professeurs francophones des collèges Ontariens
- Association des surintendants et des surintendantes franco-ontariens
- Association Foyer-Jeunesse
- Association française des conseils scolaires de l'Ontario
- Association française des conseils scolaires de l'Ontario/Association franço-ontarienne des conseils d'écoles catholiques/Ontario Separate School Trustees' Association
- Association française des conseils scolaires de l'Ontario - Région #5
- Association française des conseils scolaires de l'Ontario - Région #1
- Association franço-ontarienne des conseils d'écoles catholiques
- Bracebridge Ratepayers' Association
- Club canadien-français
- Commission de l'éducation des évêques de l'Ontario
- Conseil de la direction des écoles franco-ontariennes d'Essex
- Directors of Roman Catholic Separate School Boards - French-Language & English-Language Sections
- Federation of Ontario Cottagers' Association
- Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario/Ontario Secondary School Teachers' Federation
- Lake of Bays Association
- Lake of Bay, Township of

Ontario Catholic Supervisory Officers' Association
Ontario English Catholic Teachers' Association
Ontario Federation of Home & School Associations
Ontario Public School Boards' Association
Ontario Separate School Trustees' Association
Ontario Teachers' Federation/Fédération des enseignants de l'Ontario

Parent Groups

Association Parents-Instituteurs
Association des parents et instituteurs de l'école catholique St- Jean
Association des parents et instituteurs de l'école Ste Marguerite Bourgeoys
Association des parents de l'École Frère André
Parents de l'école publique Jeanne Sauvé
Parents de la section catholique du Conseil de langue française d'Ottawa-Carleton
Parents/Fédération des associations de parents francophones
Parents/Fédération des associations de parents francophones de l'Ontario - Régionale d'Ottawa-Carleton
Comité de parents, École publique Franco-Nord, Azilda

Concerned Citizens

personne de Oakville (Eng.)
" " Longlac (Fr.)
" " Amherstburg (Eng.)
" " Ottawa (Fr.)
" " Leamington (Eng.)
" " Windsor (Eng.)
" " Longlac (Fr.)
" " Orléans (Fr.)
" " Pembroke (Fr.)
" " Longlac (Fr.)
" " Huntsville (Eng.)
" " Thunder Bay (Eng.)

School Boards

Brant County Roman Catholic Separate School Board - English-Language Section
Brant, Conseil des écoles séparées catholiques du comté de, - la section de langue française
Bruce County Board of Education
Bruce-Grey County Roman Catholic Separate School Board
Carleton Roman Catholic Separate School Board
Chapleau District Roman Catholic Separate School Board
Chapleau Board of Education

Chapleau, Conseil des écoles séparées catholiques du district de, - la section de langue française
 Cochrane, Iroquois Falls, Black River-Matheson, Conseil des écoles séparées catholiques du district de, - la section de langue française
 Cochrane Iroquois Falls Black River-Matheson Roman Catholic Separate School Board
 Cochrane-Iroquois Black River-Matheson Board of Education
 Cochrane-Iroquois Falls, Black River-Matheson, Conseil de l'éducation du district de, la section de langue française
 Dubreuilville, Conseil des écoles séparées catholiques de,
 Dufferin-Peel, Conseil des écoles séparées catholiques de, - la section de langue française
 Dufferin-Peel Roman Catholic Separate School Board
 Durham Region Roman Catholic Separate School Board - English-Language Section
 Durham, Conseil des écoles séparées catholiques de la région de, - la section de langue française
 Elgin County Board of Education
 Elgin County Roman Catholic Separate School Board
 Elgin, Conseil des écoles séparées catholiques du comté de, - le comité consultatif de langue française
 Essex County Board of Education
 Essex County Roman Catholic Separate School Board
 Essex, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Foleyet, Conseil des écoles séparées catholiques de,
 Frontenac, Conseil de l'éducation du comté de, la section de langue française
 Frontenac-Lennox et Addington, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Frontenac-Lennox and Addington County Roman Catholic Separate School Board
 Geraldton, Conseil des écoles séparées catholiques du district de, - la section de langue française (1st.)
 Geraldton, Conseil des écoles séparées catholiques du district de, - la section de langue française (2nd.)
 Geraldton, Conseil scolaire de, la section de langue française
 Gogama, Conseil des écoles séparées catholiques de,
 Haldimand-Norfolk, Conseil des écoles séparées catholiques de, - la section de langue française
 Halton Roman Catholic Separate School Board/Halton, Conseil des écoles séparées catholiques de,
 Hamilton, Board of Education for the City of,
 Hamilton, Conseil de l'éducation de la ville de, la section de langue française
 Hamilton-Wentworth Roman Catholic Separate School Board
 Hastings County Board of Education - English-Language Section
 Hastings, Conseil de l'éducation du comté de, la section de langue française
 Hastings-Prince Edward County Roman Catholic Separate School Board
 Hearst, Conseil des écoles séparées catholiques du district de,
 Homepayne, Conseil des écoles séparées catholiques de,
 Ignace, Conseil des écoles séparées catholiques d',
 Kapuskasing Board of Education
 Kent County Board of Education

Kent County Roman Catholic Separate School Board
 Kent, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Kirkland Lake District Roman Catholic Separate School Board/ Kirkland, Conseil des écoles séparées
 catholiques du district de,
 Lake Superior Board of Education
 Lakehead Board of Education
 Lakehead, Conseil des écoles séparées catholiques du district de,
 Lambton County Board of Education
 Lambton, Conseil de l'éducation du comté de, la section de langue française
 Lambton, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Lanark Leeds and Grenville County Roman Catholic Separate School Board
 Lincoln County Roman Catholic Separate School Board
 London & Middlesex County Roman Catholic Separate School Board
 London-Middlesex, Conseil des écoles séparées catholiques du comté de, - la section de langue
 London, Conseil de l'éducation de, la section de langue française
 Metropolitan Separate School Board/Grand Toronto, Conseil des écoles séparées du,
 Michipicoten Board of Education - English- Language Section
 Michipicoten, Conseil de l'éducation de, la section de langue française
 Michipicoten, Conseil des écoles séparées catholiques du district de, - la section de langue française
 Muskoka Board of Education
 Niagara Sud, Conseil de l'éducation de, - la section de langue française
 Nipissing, Conseil de l'éducation de, - la section de langue française
 North of Superior District Roman Catholic Separate School Board
 North Shore Board of Education - English-Language Section
 North Shore Board of Education - French-Language Section
 Ottawa Board of Education
 Ottawa-Carleton (catholique), Conseil scolaire de langue française d'
 Ottawa Carleton (publique), Conseil scolaire de langue française d'
 Oxford, Conseil des écoles séparées catholiques du comté de, - les sections de langue française et anglaise/Oxford
 County Roman Catholic Separate School Board - French-Language & English-Language Sections
 Peel Board of Education
 Peel, Conseil de l'éducation de, - le comité consultatif de langue française
 Prescott-Russell, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Prescott-Russell County Board of Education - English-Language Section
 Renfrew County Roman Catholic Separate School Board - French-Language & English-Language Sections
 Renfrew, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Rive nord, Conseil des écoles séparées catholiques du district de la, - la section de langue française
 Sault Ste. Marie Board of Education

Sault Ste. Marie, Conseil de l'éducation de, - le comité consultatif de langue française/Sault Ste. Marie Board of Education - French-language Advisory Committee
 Sault Ste. Marie, Conseil des écoles séparées catholiques du district de, - la section de langue française
 Sault Ste. Marie District Roman Catholic Separate School Board
 Simcoe, Conseil de l'éducation de, - la section de langue française
 Simcoe, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Stormont-Dundas-Glengarry, Conseil de l'éducation de, - la section de langue française
 Stormont, Dundas & Glengarry Roman Catholic Separate School - English-Language Section
 Stormont-Dundas-Glengarry, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Sudbury Board of Education
 Sudbury Board of Education - French-Language Section/Sudbury, Conseil de l'éducation de, - la section de langue française
 Sudbury District Roman Catholic Separate School Board - English-Language Section
 Sudbury, Conseil des écoles séparées catholiques du district de, - la section de langue française
 Supérieur nord, Conseil des écoles séparées catholiques du district de, - la section de langue française
 Timiskaming Board of Education
 Timiskaming District Roman Catholic Separate School Board
 Timmins Board of Education
 Timmins, Conseil des écoles séparées catholiques du district de, /Timmins District Roman Catholic Separate School Board
 Timmins District Roman Catholic Separate School Board - English-Language Section
 Timmins, Conseil des écoles séparées catholiques du district de, - la section de langue français
 Waterloo, Conseil des écoles séparées catholiques de la région de, - la section de langue française
 Welland, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Wellington County Board of Education
 Wellington County Roman Catholic Separate School Board - English-Language Section
 Wellington, Conseil des écoles séparées catholiques du comté de, - la section de langue française
 Windsor, Board of Education for the City of
 Windsor, Board of Education for the City of, - French-Language Advisory Committee
 Windsor Roman Catholic Separate School Board
 Windsor, Conseil des écoles séparées catholiques de, - la section de langue française
 Windsor, Conseil des écoles séparées catholiques de, - la section de langue anglaise
 York, Conseil des écoles séparées catholiques de la région de, - la section de langue française

Educational Institutions

École secondaire E.J. Lajeunesse - Windsor
 École secondaire Jeanne-Lajoie - Pembroke
 Institut d'études pédagogiques de l'Ontario
 Sault College of Applied Arts and Technology